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ABSTRACT

This report summarizes findings from surveys of Title I district administrators and private school representatives regarding the provision of Title I services to eligible students attending private schools. Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Improving America's Schools Act of 1994 (IASA), provides school districts with funds for supplementary instruction and support to educationally disadvantaged students. A provision of the ESEA directs school districts to provide Title I services to eligible students residing in participating public school district attendance areas but attending private schools. The mandate also requires that these services be equitable to services provided the public school peers of these private school students. The survey, which targeted 200 school districts known to provide Title I services to private school students, eventually had a response rate of 85% among Title I administrators and 80% among the representatives of private schools. Districts serving the largest number of private school students reported that they have provided Title I services to fewer private school students in the 2 years immediately following the IASA than in the years preceding its enactment. Just over half of the responding school districts did not collect information on the family income of students in all private schools. While there were generally positive assessments of the working relationships between Title I administrators and staffs and private school administrators, comparisons of their reports made it clear that there were significant differences in their reports about who is involved in consultation and the topics that are discussed. Large numbers of private school representatives were not knowledgeable about many aspects of Title I services to private school students, with gaps in information particularly large in issues related to program funding and student results. Few districts offer Title I services other than supplementary instruction to private school students, even though other types of services, such as counseling, health services, and homework assistance, are allowable. The percentage of school districts applying for capital funds under the ESEA has remained unchanged

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except among the largest districts, where the percentage has increased. Four appendixes contain school district and private school questionnaires, consultation exhibits, and standard error exhibits. (Contains 78 exhibits and 1 reference.) (SLD)

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A Snapshot of Federal Assistance in Transition

Final Report

1998

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Title I Services for Private School Students Under the Reauthorization of ESEA:

A Snapshot of Federal Assistance in Transition

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1998

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1998

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Overview

This report summarizes findings from surveys of Title I district administrators and private school representatives regarding the provision of Title I services to eligible students attending private schools. Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Improving America's Schools Act of 1994 (IASA), provides school districts with funds for supplementary instruction and support to educationally disadvantaged students. Section 1120 of ESEA directs school districts to provide Title I services to eligible students residing in participating public school attendance areas and attending private schools, and further states that these services must be equitable to services provided to private school students' public school peers. This policy mandate has created significant challenges to state departments of education and districts that are responsible for implementing its programmatic requirements.

The survey results point to a number of interesting developments in Title I services to private school students since the enactment of IASA, including the following:

- Districts serving the largest numbers of private school students report providing Title I services to fewer private school students in the two years immediately following IASA than in the years preceding IASA's enactment.
- In counting the number of low-income students who reside in their districts and attend private schools, just over half of the Title I projects did not collect information on students' family income from all private schools.
- Overall, despite generally positive assessments of the working relationships between Title I administrators and staff and private school representatives, there are significant differences in their reports about who is involved in consultation and about the topics that are discussed.
- Large numbers of private school representatives are not knowledgeable about many aspects of Title I services to private school students. Gaps in information are particularly large in issues related to program funding and student results.
- Private school representatives give computer-assisted-instruction (CAI) generally favorable ratings, but they also want more face-to-face instruction. They give face-to-face instruction more favorable ratings than CAI.
- Few districts offer allowable Title I services (e.g., counseling, health services, and homework assistance) other than supplementary instruction to private school students.

- Almost one-third of districts applied for capital expense funds in each of the three years covered by this survey. From 1994 to 1997, the percentage of districts applying for capital expense funds remained unchanged, except among the largest districts, where the percentages increased.

Policy Context

School districts have provided Title I services to private school students since 1965, when ESEA was enacted. In the debate preceding ESEA's passage, lawmakers clashed over whether to allow private schools to receive public funds to provide supplementary instruction for disadvantaged students. Ultimately, they reached a compromise whereby districts would be responsible for providing equitable, federally supported services to all eligible students, including those in private schools. Private schools would not receive any public funds directly. This arrangement has generated continuing controversy within both the public and private school sectors since 1965. Some public school administrators resent having to provide Title I services to students not enrolled in their schools, while private school representatives argue that, in many cases, their students do not receive a fair share of services, and that, at least in some cases, the services that their students receive are not equitable with those available to public school students.

Between 1965 and 1985, Title I instructional and support staff served eligible private school students on private school campuses, including those operated by religious organizations. In 1985, in Aguilar v. Felton, the Supreme Court ruled that this arrangement in religious schools represented excessive entanglement between church and state. Following the Felton decision and with extensive guidance from the U.S. Department of Education (ED), districts adopted a range of approaches to serve eligible students enrolled in religious schools in religiously neutral facilities. They leased or bought mobile vans equipped as classrooms, transported private school students to nearby public schools for instruction, and established computer labs in the private schools, overseen by non-instructional technicians who were barred from providing any instructional support to students.

Districts covered expenditures for noninstructional goods and services that they incurred as a result of implementing alternative delivery systems to comply with Felton with money taken off the top of their Title I allocations. Federal appropriations made a capital expense fund available to state departments of education to which districts could apply for reimbursement of capital expenditures. However, many districts chose not to apply for reimbursement (Haslam & Humphrey, 1993). As a result of districts using their regular Title I allocation to pay for capital expenses, fewer resources have

been available for Title I instruction for both public and private school students than would otherwise be the case.

In 1993, the first federal study dealing exclusively with Title I (then Chapter 1) services to private school students examined the effects of the Felton decision on those services (Haslam & Humphrey, 1993). The study found that, while the number of religious school students served by Title I fell precipitously after the Felton decision, it began a steady climb under very different conditions in succeeding years, but had not reached pre-Felton levels by the 1990-91 school year. It also found that the three most common service delivery methods were, in order, (1) mobile vans parked near private school campuses or at a public school; (2) portable classrooms on religiously neutral sites; and (3) CAI in labs located inside private schools. Some critics of the study's findings said that because CAI—which may include little or no face-to-face contact between students and Title I instructional staff—is an inferior strategy, the study overstated increases in participation by including students who received CAI. The study also found that consultation between district Title I administrators and private school representatives was limited. When it did occur, consultation most often revolved around the identification and selection of students to receive services, and less often around issues such as program evaluation, location of services, and types of services. Only about one-quarter of districts serving private school students applied for capital expense funds; most reported that they did not need the funds and the rest indicated that they did not understand or had been misled about the requirements for applying.

IASA, which reauthorized Title I, made several important changes that affect Title I services to students in private schools. First, it linked the allocation of funds for serving students to the number of low-income students residing in participating public school attendance areas, including those attending private schools. Prior to this change, funding for Title I services to private school students had been based on the number of educationally deprived children attending private schools and residing in each participating attendance area. The determination of educational need was typically based on student performance on standardized assessments. Under IASA, determining the number of private school students who generate funds is, in effect, formulaic, relying on family income data to determine whether a student generates Title I funding for services to students in private schools. The change has presented a challenge to many Title I programs because, in many areas, neither they nor the private schools had routinely collected data on the family income of private school students. Some representatives of private schools have reported that district allocations for Title I services to students in private schools dropped significantly under the new rules because of the difficulty in obtaining reliable information about the family income of private school students.

Second, Congress strengthened the language requiring consultation between Title I administrators and private school representatives. The current provision states explicitly that Title I staff must consult in a "timely and meaningful" fashion with appropriate private school representatives before making "any decisions that affect the opportunities of eligible private school children to participate" in Title I services. Under Section 1120, topics to be discussed in the consultation process include (1) how children's needs will be identified; (2) what services will be offered; (3) how and where the services will be provided; (4) how the services will be assessed; and (5) the size and scope of equitable services and the proportion of the district's Title I funds that are available for these services.

The current survey was designed to determine the changes in Title I services to private school students that have resulted from districts' efforts to implement the provisions of IASA and the Felton decision. In addition, the survey revisits some of the key issues and findings from the earlier research on Chapter 1 services to private school students. As the study was being completed, the U.S. Supreme Court, in Agostini v. Felton, overturned the Felton decision and ruled that Title I instructional staff can provide instructional services to eligible students on private school grounds. The ruling adds considerable flexibility to districts' options for providing Title I services to eligible students enrolled in private schools. Issues surrounding the use of capital expense funds and choices about some service delivery options created in response to Felton, which are discussed in this report, will probably become less important, if not disappear entirely. Other issues which are discussed in this report, such as consultation, determining the number of eligible private school students, and assessment of student learning, will continue to be important in providing Title I services to private school students.

Study Methods

To help gauge the effects of IASA and the continuing effects of the Felton decision on planning, implementation, and assessment of Title I services to private school students, ED contracted with Policy Studies Associates, Inc. (PSA) to survey district Title I administrators and representatives of private school organizations, such as diocesan offices of education. PSA developed separate questionnaires with extensive input from organizations representing private schools, including the U.S. Catholic Conference, Agudath Israel of America, and the Lutheran Church-Missouri Synod, and from state and local Title I administrators. (The questionnaires, with item response rates in parentheses are included in Appendices A and B. Appendix D contains standard errors for all data presented in the report.)

The questionnaires address a range of issues about the effects of IASA and Felton on Title I services to private school students, including the following:

- Trends in private school students' participation in Title I since just before and following the enactment of IASA in 1994
- Title I administrators' consultation with private school representatives and parents
- Procedures that districts use to count the number of low-income students enrolled in private schools
- Title I program services available to private school students, including the use of CAI
- Resource allocations, including the use of capital expense funds
- Student assessment and program evaluation

Some items were identical on both sets of questionnaires to gauge the level of agreement between the two sets of respondents. Other items were unique to each questionnaire.

In Spring 1997, PSA mailed the questionnaires to Title I administrators in a nationally representative sample of just over 200 districts that were known to provide Title I services to private school students. The sample was stratified by the number of private school students in a district who receive Title I services. Companion surveys were mailed to private school representatives in the same districts. The questionnaires were coded to permit public and private school responses from the same district to be matched. Names and addresses of appropriate local private school respondents were furnished by the U.S. Catholic Conference, Agudath Israel of America, and Lutheran Church-Missouri Synod. Each of these organizations was invited to identify a representative who was knowledgeable about Title I services in each of the districts identified in the sample. Overall, 57 percent of the private school respondents identified through this process were from organizations representing private schools, 35 percent were principals of private schools, and 8 percent held other positions. Conversations during the follow-up calls revealed that at least some of these respondents worked at some distance from the school districts in the sample and that in order to complete the surveys, found it necessary to consult with others who were more familiar with the Title I programs.

Extensive and persistent follow-up with initial non-respondents by PSA and the New Jersey Catholic Conference, the latter acting on behalf of the U.S. Catholic Conference, yielded response rates of 85 percent among Title I administrators and 80 percent among the representatives of private

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school organizations. In addition, 85 percent of the responses from Title I administrators had a corresponding response from at least one private school representative.

Survey results are reported by the four categories that guided the sampling process. These categories include: (1) districts serving more than 1,000 private school students; (2) districts serving 250-999 private school students; (3) districts serving 50-249 private school students; and (4) districts serving fewer than 50 districts. Districts serving more than 1,000 private school students are referred to as the "largest" districts, and those serving more than 50 students are referred to as the "smallest" districts. Readers should note that these labels refer to the number of private school students receiving Title I services, not total district enrollment or the total number of students receiving Title I services. Based on earlier survey data, about 40 percent of private school students who receive Title I services live in the largest districts and about 20 percent live in the smallest districts (Haslam & Humphrey, 1993).

Subsequent sections of this report present results in each of the topic areas addressed by the surveys. Where appropriate, there is a comparison of results from these surveys with results from the earlier study of Title I services for private school students (Haslam & Humphrey, 1993).

Private School Students' Title I Participation Rates

Under IASA, school districts should, if possible, include low-income private school students when calculating the number of low-income students living in each attendance area. The number of low-income private school students who reside in participating public school attendance areas is the basis for determining the amount of funding that the district must set aside for services to private school students. Having never collected income information from private school students, many districts did not have accurate counts of the number of low-income private school students in their attendance areas at the start of the 1995-96 school year (when IASA took effect). At that time, private school representatives in some districts believed that inaccurate counts explained, in part, the dramatic decreases in the funds allocated for services to private school students, which, in turn, meant that fewer private school students received Title I services. This section of the report presents findings about overall participation by private school students. Findings about how students are counted and how Title I administrators and private school representatives work together on this task are discussed in subsequent sections.

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Using the 1994-95 school year as the baseline, this survey asked respondents to report changes in private school students' participation in Title I. The survey results indicate that significant numbers of districts—particularly the largest ones—did experience declines in private school students' participation in the program immediately following the enactment of IASA in 1994, but the results also show that such declines were neither universal nor, in many cases, continuing. As data in Exhibit 1 demonstrate, about one-third of all districts, and over half of the largest districts, report decreases in the number of private school students receiving Title I services from 1994-95 to 1995-96. At the same time, 24 percent of all districts experienced an increase in the number of private school students served by Title I in the year immediately following the enactment of IASA.

Exhibit 1

Changes in the Number of Private School Students Receiving Chapter 1/Title I Services from 1994-95 to 1995-96, as Reported by Title I Administrators (in percentages)

Did the number of private school students who actually received Chapter 1/Title I services increase, stay the same, or decrease from 1994-95 to 1995-96?				
	Number of Students:			
Number of Private School Students Served by Title I	Increased	Stayed the same	Decreased	Don't know
≥ 1000	21	21	57	0
250-999	30	44	27	0
50-249	17	44	34	5
1-49	25	32	31	12
All Districts	24	34	32	11

Exhibit reads: Title I administrators in 21 percent of districts providing Title I services to 1000 or more private school students report that the number of private school students who received Chapter 1/Title I services increased from 1994-95 to 1995-96.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Responses from Title I administrators also indicate that just under half (48 percent) of the districts that experienced a decrease in the number of private school students receiving Title I services from 1994-95 to 1995-96 experienced an additional decline from 1995-96 to 1996-97 (see Exhibit 2).

Private school representatives' reports on fluctuations in the numbers of private school students who received services generally parallel those of Title I administrators. However, because the questionnaires asked private school representatives to report on changes in the number of students *in their organizations* who received services--as opposed to all private school students who may have received Title I services in the districts, the two sets of responses to those survey items are not

Exhibit 2

Three-Year Trend in All Districts in the Number of Private School Students Receiving Title I Services, as Reported by Title I Administrators (in percentages)

Did the number of private school students who actually received Chapter 1/Title I services increase, stay the same, or decrease from 1995-96 to 1996-97?				
	Number of Students:			
Did the number of private school students who actually received Chapter 1/Title I services increase, stay the same, or decrease from 1994-95 to 1995-96?	Increased	Stayed the same	Decreased	Don't know
Increased	49	15	31	5
Stayed the same	6	77	14	3
Decreased	35	15	48	2
Don't know	14	43	0	43

Exhibit reads: Title I administrators in 49 percent of districts reporting that the number of private school students who received Chapter 1/Title I services increased from 1994-95 to 1995-96 report that the number of private school students who received Chapter 1/Title I services also increased from 1995-96 to 1996-97.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

comparable. Therefore, based on the assumption that Title I administrators have more complete participation data than representatives of individual private school organizations, private school representatives' reports on the changes in participation by students in their organizations are not presented in this report.

The questionnaires asked Title I administrators and private school respondents to report the magnitude of changes in private school students' participation, but response rates for those items were too low to permit analysis of results. It is possible that shifts in participation rates relate to the quality of data available to districts when they count the number of poor children and determine per pupil funding levels. Thus, reported increases from 1995-96 to 1996-97 may reflect improved data collection by the districts. Conversely, decreases in participation may reflect using actual data rather than basing the determination on applying proportionality, a strategy that was permitted in 1995-96 only.

Consultation With Private School Representatives

IASA requires districts to consult with private school representatives on the design and development of services for private school students. As noted above, the statute requires that

consultation be "timely and meaningful" and that it occur "before the [district] makes any decision that affects the opportunities of eligible private school children to participate." It also specifies key issues that are to be addressed in the process.

Survey results reveal that large majorities of both Title I administrators and private school representatives report positive working relationships with their counterparts. Specifically, Title I administrators in 83 percent of districts report that there were no significant barriers to consultation with their private school counterparts during the 1996-97 school year (see Exhibit 3).

Exhibit 3

Existence of Barriers to Consultation with Private School Representatives, as Reported by Title I Administrators (in percentages)

In planning for the 1996-97 school year, were there any barriers to effective consultation with private school representatives?		
	Existence of Barriers:	
Number of Private School Students Served by Title I	Yes	No
≥ 1000	21	79
250-999	10	90
50-249	5	95
1-49	19	81
All Districts	17	83

Exhibit reads: Title I administrators in 21 percent of districts providing Title I services to 1000 or more private school students report that there were barriers to consultation with private school representatives.

Source: Survey of Title I Services to Private School Students, School District Questionnaire

Similarly, about three-quarters of private school representatives report that Title I administrators considered their input about services to private school students, responded to their questions in a timely fashion, and provided accurate and up-to-date information (see Exhibit 4).

Other survey results, which are presented in subsequent sections of this report, suggest that, despite these generally positive reports about working relationships, elements of the consultation process may require some attention. In addition, the survey results point to some gaps in respondents' knowledge and understanding of the requirements and provisions for Title I services to private school students. For example, when asked whether or not they had received ED's non-regulatory guidance to help districts implement all of the changes that IASA made to Title I, including changes that affect services to private school students, Title I administrators in 28 percent of districts and 30 percent of private school representatives report that they did not receive the guidance (see Exhibits 5 and 6).

Exhibit 4

Responsiveness of Title I Administrators to Suggestions and Questions, as Reported by Private School Representatives (in percentages)

Based on your experience during the past two school years, please indicate whether you agree or disagree with each of the following statements about the responsiveness of Title I representatives to your suggestions and questions about Title I services to private school students.			
	Responsiveness of Title I Administrators:		
Number of Private School Students Served by Title I	Consider input	Respond in a timely fashion	Provide timely, accurate information
≥ 1000	68	73	73
250-999	87	85	80
50-249	90	73	73
1-49	76	78	72
All Districts	78	79	72

Exhibit reads: Private school representatives in 68 percent of districts providing Title I services to 1000 or more private school students agree that Title I representatives consider their input.

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire.

Exhibit 5

Receipt of ED's Guidance Document, as Reported by Title I Administrators (in percentages)

Have you received a copy of the U.S. Department of Education's guidance entitled "Improving Basic Programs Operated by Local Educational Agencies" (April, 1996) which includes guidance on providing Title I services to private school students?						
	Receipt of Guidance Document:					
Number of Private School Students Served by Title I	Yes, and I have studied it	Yes, but I have not studied it	Yes, and I sent copies to private school representatives	Yes, but I did not send copies to private school representatives	No	Don't know
≥ 1000	79	0	43	0	21	0
250-999	62	0	11	11	29	6
50-249	40	17	9	11	35	9
1-49	27	17	4	19	27	23
All Districts	31	16	5	18	28	21

Exhibit reads: Title I administrators in 79 percent of districts providing Title I services to 1000 or more private school students report that they did receive the latest Title I guidance and have studied it.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit 6

Receipt of ED's Guidance Document, as Reported by Private School Representatives (in percentages)

Have you received a copy of the U.S. Department of Education's guidance entitled "Improving Basic Programs Operated by Local Educational Agencies" (April, 1996) which includes guidance on providing Title I services to private school students?				
	Receipt of Guidance Document:			
Number of Private School Students Served by Title I	**Yes, and I have studied it**	**Yes, but I have not studied it**	**No**	**Don't know**
≥ 1000	27	27	32	14
250-999	52	21	21	7
50-249	23	21	48	8
1-49	39	16	27	18
All Districts	37	17	30	17

Exhibit reads: Private school representatives in 27 percent of districts providing Title I services to 1000 or more private school students report that they did receive the latest Title I guidance and have studied it.

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire.

About one-fifth of both groups said that they did not know whether they had received it. Title I administrators in larger districts were much more likely to report receiving the guidance than those in the smaller districts. They were also most likely to report that they forwarded copies to private school representatives, although less than half who report receiving the guidance said that they shared copies with private school representatives.

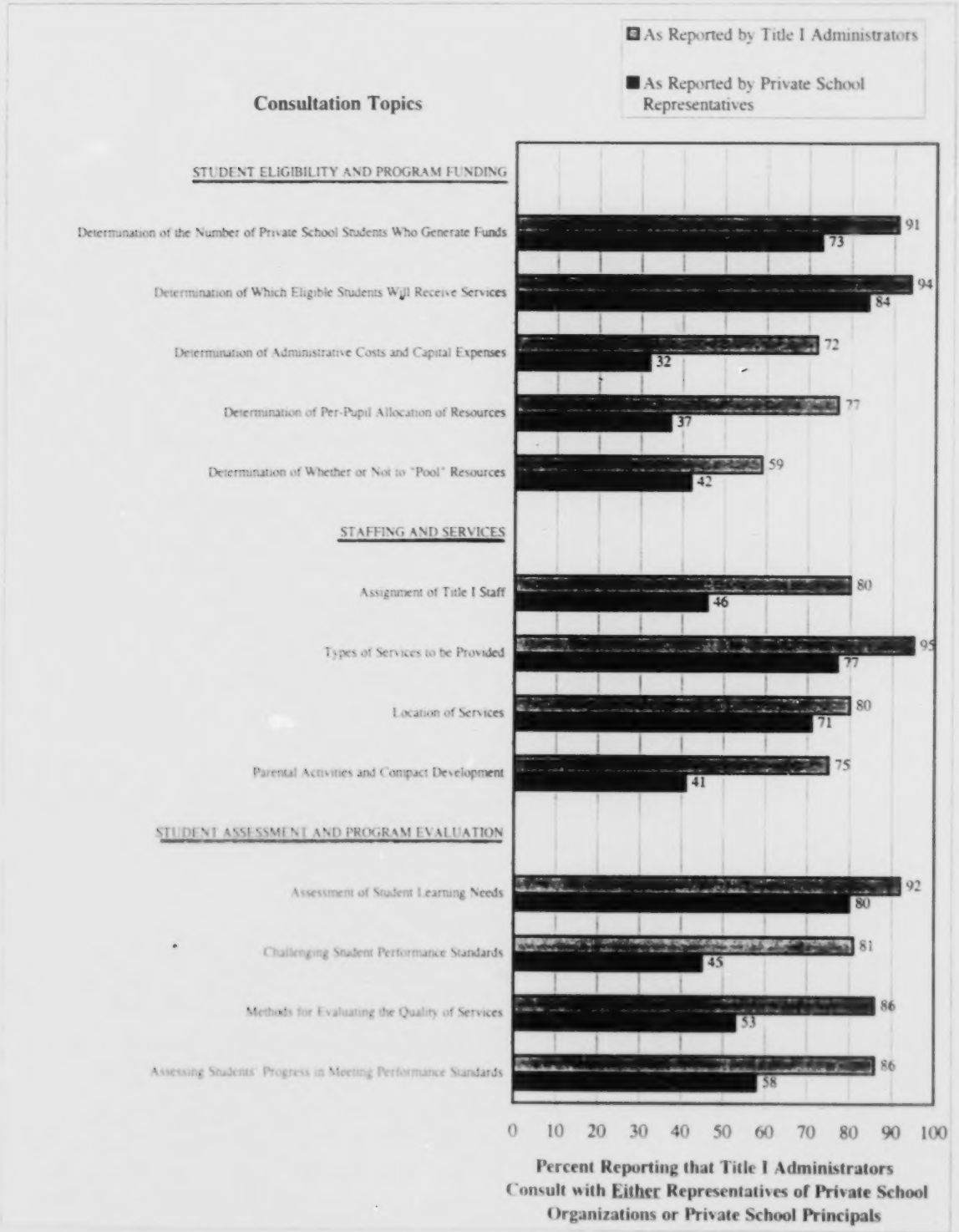
Participation in the Consultation Process

The School District Questionnaire and the Private School Organization Questionnaire asked respondents to report on (1) who was included in the process and (2) the topics addressed. Items in both questionnaires emphasized timely and meaningful consultation. Not surprisingly, the results yield a picture of a complex process that unfolds in many different ways as Title I administrators and representatives of private school organizations seek to communicate effectively. Survey findings about the consultation process are summarized in Exhibits 7, 8, and 9. Additional detail about consultation topics and who participates in the process is presented in Appendix C.

"On most topics, Title I administrators in at least 80 percent of the districts say they consulted with *either* a private school principal *or* a representative of a private school organization, but

Exhibit 7

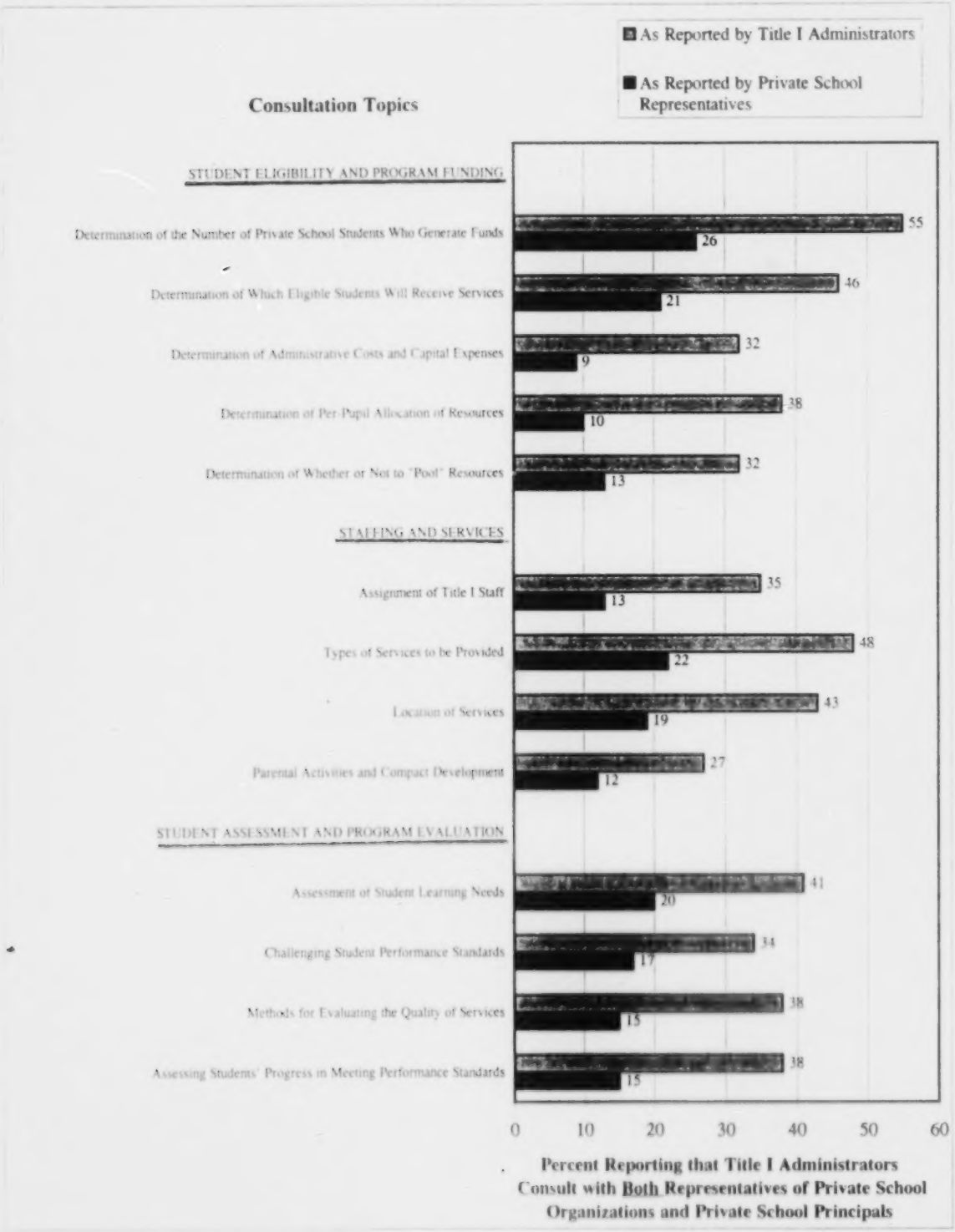
Consultation with Either Representatives of Private School Organizations and Private School Principals



Source: Survey of Title I Services to Private School Students, School District Questionnaire and Private School Organization Questionnaire.

Exhibit 8

Consultation with Both Representatives of Private School Organizations and Private School Principals



Source: Survey of Title I Services to Private School Students, School District Questionnaire and Private School Organization Questionnaire.

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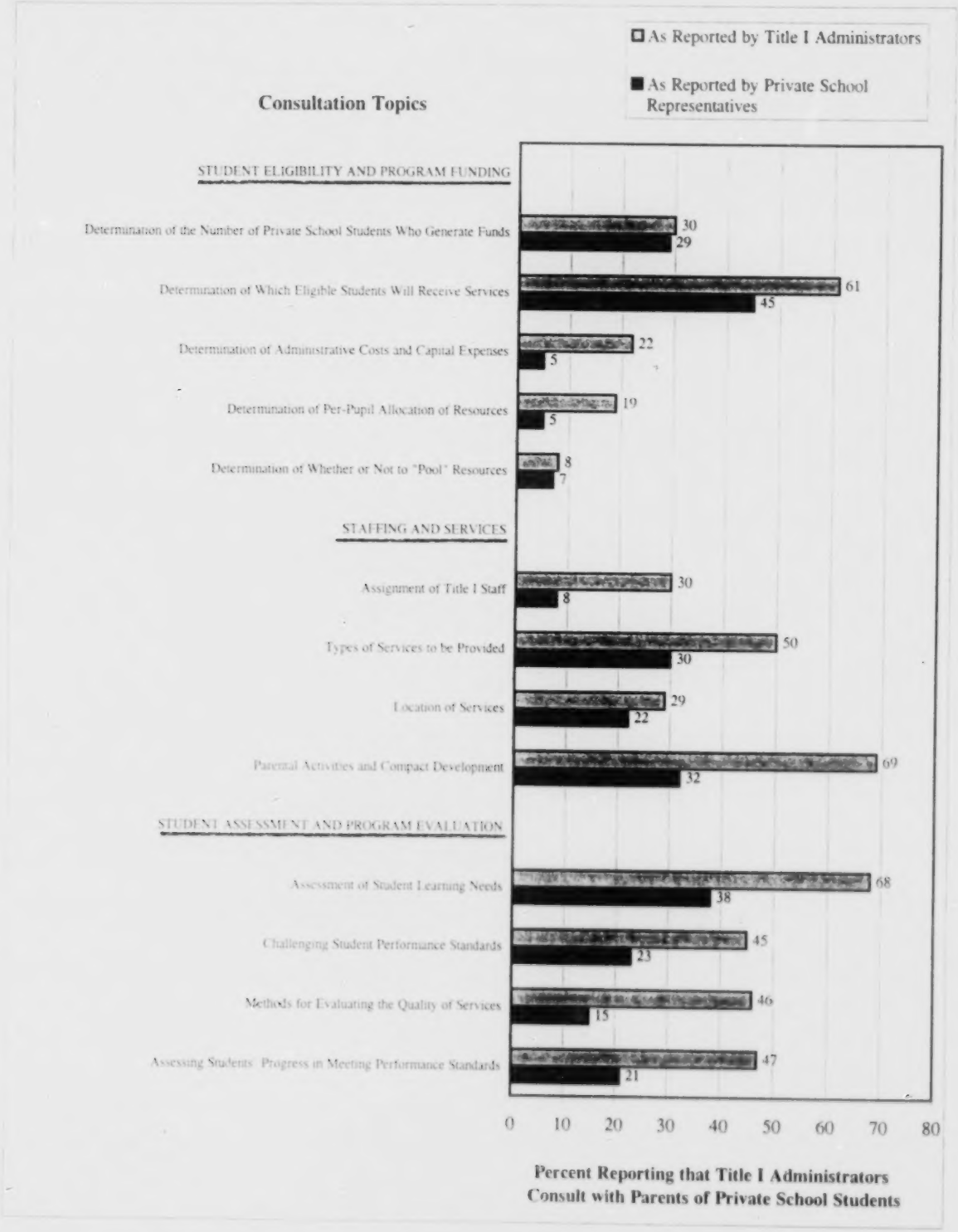
Exhibit 9

Consultation with Parents of Private School Students



Source: Survey of Title I Services to Private School Students, School District Questionnaire and Private School Organization Questionnaire.

substantially fewer than 80 percent of private school representatives report that Title I administrators consulted with *either* a school principal *or* a representative of a private school organization (see Exhibit 7). Title I administrators also report that they consulted more frequently with private school principals than with representatives of private school organizations. At the same time, Title I administrators in the larger districts were more likely to include representatives of private school organizations in their consultations than were Title I administrators in smaller districts (see Exhibits C-1 and C-2 in Appendix C).

In all districts and across all topics, smaller numbers of Title I administrators and private school representatives report that Title I administrators consulted with *both* private school principals and representatives of private school organizations than with one or the other (see Exhibits 7 and 8 and Exhibits C-6 and C-7 in Appendix C). Title I administrators and private school representatives also report that Title I administrators consulted much less with parents of private school students than with private school principals or representatives of private school organizations (see Exhibit 9).

Topics Included in the Consultation Process

Consultation covers a variety of topics related to the organization and administration of Title I services to private school students. Overall, findings about the topics of consultation parallel those about who was involved: Across all topics and district sizes, representatives of private school organizations report much less consultation than Title I administrators, often by very wide margins.

Student eligibility and program funding. The large majority of Title I administrators and private school representatives report that Title I administrators consulted with either private school principals or representatives of private school organizations about determining the number of private school students who generated funds for Title I services and determining which eligible students were to receive services (see Exhibit 7). Nevertheless, there are differences. For example, Title I administrators in 91 percent of districts and 73 percent of private school representatives report that either private school principals or representatives of private school organizations were consulted about determining the number of private school students who generated funds for Title I services. Title I administrators in 94 percent of districts and 84 percent of private school representatives reported consultation with private school principals or representatives of private school organizations about the determination of which eligible students were to receive services. There are much larger differences between the reports of Title I administrators and private school representatives on consultation about determining administrative costs and capital expenses and per-pupil allocation of resources. In both

areas, Title I administrators in almost twice as many districts report consultation with either private school principals or representatives of private school organizations.

Staffing and services. Large majorities of both Title I administrators and private school representatives report that Title I administrators consulted with either private school principals or representatives of private school organizations about the types of Title I services to be provided and the location of those services (see Exhibit 7). However, while Title I administrators in 80 percent of districts report that they consulted with either private school principals or representatives of private school organizations about staffing decisions, only 46 percent of private school representatives said they were consulted about staffing decisions. Title I administrators were almost twice as likely as private school representatives to report that they consulted with either private school principals or representatives of private school organizations about parent involvement activities and parent compacts.

Student assessment and program evaluation. At least 80 percent of both Title I administrators and private school representatives report that either private school principals or representatives of private school organizations were consulted about procedures for assessing students' learning needs (see Exhibit 7). While Title I administrators in more than 80 percent of districts report consulting with either private school principals or representatives of private school organizations about methods for evaluating program quality, establishing challenging standards, and assessing students' progress toward the standards, fewer than 60 percent of private school representatives report that they or their colleagues were consulted about those matters.

A Note About Consultation

These and other survey findings about consultation and communication between Title I administrators and representatives of private school organizations, private school principals, and parents of private school students point to gaps in the consultation process. At the same time, two caveats are in order for readers who may immediately conclude that there are, indeed, serious problems in consultation. The first caveat concerns the limits of the survey. Put simply, it is beyond the scope of this survey to examine the district context in which the consultation takes place, although this very much influences the process. For example, in some districts, especially smaller districts that provide Title I services to relatively small numbers of private school students, perhaps limited to students who attend a single private school, there may be longstanding agreements between public and private school officials that do not require annual review and discussion. Similarly, because the services are provided to students enrolled in a single school, consultation with the principal may be all

that is necessary to operate the Title I program effectively. Given these patterns, it would not be surprising that some survey respondents report little consultation.

Second, the fact that only 35 percent of private school respondents were school principals may account for at least some of the differences in the report by Title I administrators and private school respondents. Title I administrators report consulting more frequently with principals of private schools than with representatives of private school organizations, who comprise the majority of respondents to this survey. These representatives may not have been aware of consultation involving principals in the schools they represent. Indeed, private school representatives frequently reported that they *did not know* about the participants and topics in the consultation process. These response patterns suggest that there may be gaps in communication and information on both sides. They also suggest that there may be more consultation than reported here, and that these respondents are simply not aware of it.

These caveats notwithstanding, the differences between the reports of Title I administrators and those of representatives of private school organizations are large and point to the need for additional attention to this issue. Ultimately, Title I administrators are responsible for informing representatives of private school organizations about Title I services to students in private schools and for consulting with these representatives about the nature and scope of these services.

Program Funding and Capital Expenses

This section of the report presents survey findings about the amount of funding for Title I services to private school students, how funds that were allocated for these services were actually used, and the use of capital expense funds. As noted above, IASA requires districts to allocate funding for Title I services to private school students based on the number of low-income students residing in participating attendance areas. For each such student, districts must set aside the same per-pupil amount as they use to serve educationally needy students attending public schools. Once funds have been set aside, districts may choose, in consultation with private school representatives, to distribute the Title I funds in one of three ways. The first strategy is to designate funds generated by eligible students enrolled in a particular private school to provide Title I services to eligible students from that private school. The second strategy is to pool all funds generated by private school students and serve the most educationally needy private school students, regardless of the amount of funds generated by low-income students enrolled in each private school. The third option is to combine the previous two options, pooling a portion of the funds and designating the other portion.

The survey results indicate that, as with student participation rates, some districts experienced declines in funding for Title I services to private school students, but these declines were neither universal nor continuing. However, they also show that private school students did not reap the benefits of expanding Title I budgets: Of the districts that experienced a decline in Title I funds for private school students, just over half saw their overall Title I allocation increase over the same time period.

To cover the capital costs of providing services to students in private schools (e.g., leasing mobile classrooms), districts may apply for capital expense funds that the federal government provides to states for such purposes. Survey results indicate that, with the exception of the smallest districts, the vast majority of districts reported doing so.

As reported above in the discussion of consultation, Title I administrators were less likely to consult with private school representatives about determining administrative costs and capital expenses, determining per-pupil allocations of resources, and determining whether or not to "pool" resources (see Exhibit 7), than they were to consult about the number of private school students who generate funds and which eligible students will receive services. The differences between the number of private school representatives and Title I administrators reporting that consultation occurred (1) on the determination of which eligible students will receive services and (2) administrative costs and capital expenses appear especially large.

Changes in Funding for Title I Services to Private School Students

Some private school representatives have suggested that IASA's methods for calculating financial resources designated for services to private school students have resulted in less money for such services. If their assertion is accurate, the decline in funding could be explained in at least two ways. First, there may be fewer private school students who meet the new requirements for generating funds. Alternatively, the challenges that districts have encountered in counting the number of low-income private school students residing in eligible attendance areas may have produced a less-than-accurate count of such students. In either case, the potential loss of funding is of concern to private school representatives.

Exhibit 10 shows that, according to Title I administrators, about two-thirds (65 percent) of all districts did not experience a decline in the funds allocated for services to private school students from 1994-95 to 1995-96. However, 64 percent of the largest districts did experience a decline in the funds

Exhibit 10

Changes in the Allocation of Funds for Services to Private School Students from 1994-95 to 1995-96, as Reported by Title I Administrators (in percentages)

Did the proportion of your district's overall Title I budget allocated for instruction and other services to private school students increase, stay the same, or decrease from 1994-95 to 1995-96?				
	Changes in Budget Allocations from 1994-95 to 1995-96			
Number of Private School Students Served by Title I	Increased	Stayed the same	Decreased	Don't know
≥ 1000	29	7	64	0
250-999	35	38	27	0
50-249	24	29	47	0
1-49	25	42	26	7
All Districts	25	40	30	6

Exhibit reads: Title I administrators in 29 percent of districts providing Title I services to 1000 or more private school students report that the proportion of their overall Title I budget allocated to services for private school students increased from school year 1994-95 to school year 1995-96.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

allocated for services to private school students during that time period. Smaller districts were more likely to see their budgets for services to private school students either increase or stay the same.

Many districts that experienced a decrease in Title I funding for services to private school students from 1994-95 to 1995-96 witnessed an additional decrease from 1995-96 to 1996-97 (see Exhibit 11). Overall, 43 percent of districts that experienced a decrease in Title I funds available for services to private school students between 1994-95 and 1995-96 report an additional decrease in those funds the subsequent year (1996-97). In contrast to these districts, 25 percent of districts that report a decrease in Title I funds from 1994-95 to 1995-96 experienced an increase in Title I funds available for services to private school students in 1996-97.

Private school representatives were more likely to report that the share of overall Title I budgets allocated for services to private school students decreased rather than increased or stayed the same (see Exhibit 12). However, comparing responses from private school representatives and responses from Title I administrators is problematic because more than one-third of private school representatives did not know whether the share of Title I budgets available for services to private school students increased, decreased, or stayed the same.

Exhibit 11

Changes in All Districts in the Allocation of Funds for Title I Services to Private School Students from 1994-95 to 1996-97, as Reported by Title I Administrators (in percentages)

Did the proportion of your district's overall Title I budget allocated for instruction and other services to private school students increase, stay the same, or decrease from 1994-95 to 1995-96?	Changes in Budget Allocations from 1995-96 to 1996-97			
	Increased	Stayed the same	Decreased	Don't know
Increased	42	13	33	13
Stayed the same	16	51	31	2
Decreased	25	25	43	7
Don't Know	33	0	67	0

Exhibit reads: Title I administrators in 42 percent of districts reporting that the proportion of their Title I budgets allocated for instruction and other services to private school students increased from 1994-95 to 1995-96 report that the number of private school students who generated funds for Title I services also increased from 1995-96 to 1996-97.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit 12

Changes in Title I Funds Available for Services to Private School Students from 1994-95 to 1995-96, as Reported by Private School Representatives (in percentages)

Did the funds available for Chapter 1/Title I services for students in schools included in your organization increase, stay the same, or decrease from 1994-95 to 1995-96?				
Number of Private School Students Served by Title I	Available Funds:			
	Increased	Stayed the same	Decreased	Don't know
≥ 1000	22	17	43	17
250-999	25	16	30	29
50-249	16	31	31	22
1-49	16	11	34	39
All Districts	16	14	33	36

Exhibit reads: Private school representatives in 22 percent of districts providing Title I services to 1000 or more private school students report that Title I funds available for services to private school students increased from school year 1994-95 to school year 1995-96.

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire.

Overall, 33 percent of private school representatives report that Title I funds available for services to private school students decreased from 1994-95 to 1995-96; 30 percent report that the available funds either increased or stayed the same over the same time period. Private school representatives in the largest and smallest districts were more likely to report that the Title I funds available for services to private school students decreased rather than increased or stayed the same from 1994-95 to 1995-96. Private school representatives in districts serving 50-999 students were more likely to report that the Title I funds available for private school students increased or stayed the same rather than decreased from 1994-95 to 1995-96. Thirty-six percent of private school representatives did not know if the Title I funds available for services to their students increased, decreased, or stayed the same.

Analysis of the relationship between a district's overall Title I budget and its allocation to private school students shows that the two budgets often did not change in tandem. In many cases, increases in overall Title I budgets did not result in increases in Title I funding for services to private school students. For example, among districts reporting a decrease in their Title I allocation for private school students from 1994-95 to 1995-96, slightly more than half (51 percent) experienced increases in their overall Title I budgets over the same period. Of the districts that reported that their Title I allocation to private school students remained constant over that time period, 56 percent had increases in their overall Title I budgets. As noted above, these shifts may be related to the quality of data available to determine the number of poor students in participating attendance areas.

Distribution of Funds

Districts' decisions about the allocation of Title I funds for services to private school students varied by the number of private school students they served (see Exhibit 13). Overall, Title I administrators in 40 percent of districts report that they reserved funds generated by private school students to serve eligible students in schools whose students generated the funds. Title I administrators in 30 percent of districts pooled funds and served the neediest eligible private school students regardless of whether students from their schools generated the funds. The largest districts were most likely to use a combination of the two strategies; 43 percent of these districts pooled and designated different portions of their funds, compared with no more than 23 percent of districts in the other three categories. The next most popular option among the largest districts was to pool resources (36 percent). Districts serving between 50 and 999 students were the most likely to pool their resources and redistribute them; 45 to 48 percent chose this option. After that, their most popular option was to designate resources for students in schools whose low-income students generated the funds (30 to 35 percent). The smallest districts were most likely to designate resources to serve eligible students enrolled in private schools whose students generated the funds; 42 percent of these districts chose to

Exhibit 13

Distribution of Title I Funds for Services to Private School Students, as Reported by Title I Administrators (in percentages)

How have funds generated by poor private school students been distributed to provide services in the 1996-97 school year?				
	Distribution of Funds:			
Number of Private School Students Served by Title I	Pooled and served students in greatest need	Reserved for eligible students who generated funds	Combination of two options	Other
1000	36	21	43	0
250-999	48	35	17	0
50-249	45	30	13	11
1-49	27	42	23	7
All Districts	30	40	22	8

Exhibit reads: Title I administrators in 36 percent of districts providing Title I services to 1000 or more private school students report that all funds were pooled and used to serve eligible private school students who reside in participating public-school attendance areas and who are in greatest educational need of these services.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

designate funds. The next most popular option for the smallest districts was to pool resources (27 percent).

Procedures for Counting Low-Income Private School Students

To determine the number of low-income private school students residing in participating attendance areas, Title I administrators often turn to private schools for assistance in collecting information on their students' family income. This can be an important part of the consultation process. In planning for the 1996-97 school year, 48 percent of Title I administrators report that they collected information on students' family income from all private schools (see Exhibit 14). Administrators in the largest districts were the least likely to report contacting all private schools in their district (21 percent); those in the smallest districts were the most likely to request family income data from all private schools (49 percent).

In identifying which private school students come from low-income families, districts can use four different sources of information. The first option is to use the same source of information used to

Exhibit 14

Private Schools Count of Low-income Students, as Reported by Title I Administrators (in percentages)

In planning for the 1996-97 school year, from which private schools did you request a count of the number of poor students enrolled in the school?					
	Count of Low-Income Students:				
Number of Private School Students Served by Title I	**All private schools in the district**	**All private schools in attendance areas targeted for Title I Services**	**All private schools that enrolled students who received Title I services in 1995-96**	**All private schools that expressed interest in Title I services**	**Other**
1000	21	7	0	50	21
250-999	40	20	5	32	3
50-249	44	24	2	27	2
1-49	49	17	2	27	5
All Districts	48	18	2	28	5

Exhibit reads: Title I administrators in 21 percent of districts providing Title I services to 1000 or more private school students report that they requested a count of low-income students from all private schools in the district.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

identify low-income public school students (typically applications for free or reduced-price school lunches from the Federal School Lunch program). However, since many private schools do not participate in the school lunch program and hence cannot provide districts with counts of participating students, districts have three other options for identifying low-income private school students. The second option is to use comparable data (e.g., a survey of parents that provides data on family income). The third option is to collect data from a sufficiently large representative sample of private school students and then extrapolate from that sample. The fourth option is to correlate two sources of data on public school students and then apply the resulting ratio to a known source of data on private school students.

Exhibit 15 reveals that almost three-quarters of districts (71 percent) used the same source of data to identify low-income students in public and private schools. Districts serving fewer than 1,000 private school students were most likely to use the same data sources to count the number of low-income public and private school students. Districts serving more than 1,000 private school students were most likely (57 percent) to use comparable data to count low-income public and private school students.

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Exhibit 15

Sources of Data on Private School Students' Family Income, as Reported by Title I Administrators (in percentages)

In planning for the 1996-97 school year, what formula did the district use to calculate the number of private school students who are from poor families?					
	Type of Formula:				
Number of Private School Students Served by Title I	Used the same source of data in public and private schools	Used comparable data from different sources	Extrapolated from a representative sample of data	Correlated data from two sources	Other
1000	36	57	0	7	0
250-999	62	20	8	8	3
50-249	63	21	12	2	2
1-49	73	17	3	2	5
All Districts	71	18	4	2	5

Exhibit reads: Title I administrators in 36 percent of districts providing Title I services to 1000 or more private school students report that they used the same source of family income data to identify poor students in both public and private schools.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit 16 displays survey findings about whether private school representatives thought the counts of low-income private school students residing in participating attendance areas were accurate. Overall, 65 percent of private school respondents who assisted districts in obtaining a count of low-income students in planning for Title I services in 1996-97 report that the districts produced accurate counts. Twenty percent, however, do not know if the districts' counts were accurate.

Capital Expenses

About one third of all school districts applied for capital expense funds in each of the three years covered by this survey (see Exhibit 17). The larger districts were most likely to apply for these funds; the percentage of districts serving fewer than 50 students that applied was substantially lower. Very few of the smallest districts applied for capital expense funds, but Haslam and Humphrey (1993) found that these districts tended not to incur capital expenses.

Exhibit 16

Counting of Poor Children Enrolled in Private Schools, as Reported by Private School Representatives (in percentages)

In planning for Title I services for the 1996-97 school year, did you and/or other representatives of your organization work with the district's Title I administrators to determine the number of poor children enrolled in private schools who live in participating public school attendance areas in the school district? [If so], did the district produce an accurate count of the number of poor children attending private schools included in your organizations, based on the information available to you?				
Number of Private School Students Served by Title I	**Worked with Title I administrators to determine the number of low-income children**	**Did the district produce an accurate count?**		
		Yes	**No**	**Don't know**
≥ 1000	77	61	28	11
250-999	92	73	15	12
50-249	85	68	15	17
1-49	62	63	15	22
All Districts	67	65	15	20

Exhibit reads: Private school representatives in 77 percent of districts providing Title I services to 1000 or more private school students report working with Title I administrators to determine the number of low-income private school students residing in eligible attendance areas.

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire.

Exhibit 17

Districts that Applied for Capital Expense Funds in Each of Three Years, as Reported by Title I Administrators (in percentages)

For 1996-97 and each of the previous two school years, did your district apply for capital expense funds?			
	Capital Expense Fund Applications:		
Number of Private School Students Served by Title I	**1994-95**	**1995-96**	**1996-97**
≥ 1000	86	86	93
250-999	69	73	69
50-249	68	78	65
1-49	24	20	24
All Districts	33	30	31

Exhibit reads: Title I administrators in 86 percent of districts providing Title I services to 1000 or more private school students report that their districts applied for capital expenses funds in 1994-95.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

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Districts used capital expense funds in different ways. As Exhibit 18 shows, 46 percent of districts most often turned to these funds to reimburse their expenses for leasing property. The next most frequent use of capital expense funds, in 37 percent of school districts, was for maintenance of facilities used to provide services to private school students. The largest districts, especially, used capital expense funds to pay for maintenance of such facilities: Title I administrators in 85 percent of the largest districts report tapping capital expense funds to pay for building maintenance; 62 percent report using capital expense funds to pay for leasing property, and 54 percent for purchasing insurance. In the second largest districts, an equal percent of districts, 46 percent, used capital expense funds to pay for maintenance and for purchasing property. Capital expense funds most often paid for leasing property in 54 percent of the smallest districts.

Exhibit 18

Districts' Use of Capital Expense Funds,
as Reported by Title I Administrators (in percentages)

If the district received capital expense funds in 1994-95 and/or 1995-96, how were they used?						
	Capital Expense Fund Use:					
Number of Private School Students Served by Title I	Purchasing property	Leasing property	Renovating property	Building insurance	School maintenance	Transportation
1000	31	62	31	54	85	46
250-999	46	14	14	35	46	28
50-249	36	31	22	27	53	30
1-49	12	54	5	14	28	17
All Districts	21	46	11	20	37	22

Exhibit reads: Title I administrators in 31 percent of districts providing Title I services to 1000 or more private school students report that their districts used capital expense funds to purchase real and personal property.

Source: Survey of Title I Services to Private School Students, School District Questionnaire

Program Services

Title I services to private school students can include supplementary academic instruction, counseling, health services, and homework assistance. Prior to the Supreme Court's Agostini decision, and in complying with Felton, supplementary academic instruction could be delivered in one of three ways: (1) direct instruction by a teacher or instructional aide away from the private school buildings (e.g., in a portable classroom, in a mobile unit, in a public school), (2) CAI in a computer lab located in the private school and staffed by a non-instructional technician, or (3) a combination of these two

methods. Haslam and Humphrey (1993) reported that more private school students received supplementary instruction through CAI (32 percent) than any other single method. Some private school critics of CAI as a single service delivery method contend that it is an inferior instructional strategy and is not comparable to face-to-face instruction. At the same time, some supporters welcome CAI because it allows their students to remain on campus and also because this technology would not otherwise be available to their students.

Results from this survey indicate that almost all districts report that they offered supplementary academic instruction to private school students and that they offered other services far less frequently. With the exception of counseling, the configuration of Title I services available to private school students changed very little over the three-year period. Private school representatives report generally favorable opinions of CAI, but would prefer additional face-to-face support for their students.

Supplementary Instruction and CAI

Exhibit 19 shows that districts are more likely to use face-to-face instruction than CAI to provide supplementary instruction to private school students. This finding is largely due to the predominance of face-to-face instruction in the smallest districts. From 1994-95 to 1995-96 more than half of these districts used face-to-face instruction exclusively. In larger districts, Title I projects are equally likely to use CAI and face-to-face instruction to serve private school students. Districts serving between 50 and 999 students were the most likely to use CAI to serve all private school students, but no more than one-third (33 percent) of these districts used CAI exclusively to provide supplementary instruction to all of their students. The percentage of all districts using only face-to-face instruction to serve all private school students fell slightly from 55 percent to 47 percent. The percentage of districts using only CAI to serve all private school students remained steady at 16 to 17 percent.
Another way to examine the use of CAI and face-to-face instruction is to determine the percentage of districts that use each approach, either alone or in combination, with some or all of their students. Again, referring to Exhibit 19, more than 80 percent of districts offered face-to-face instruction to some or all of their students in each of the three years.

Part of the consultation about instructional services to be provided to private school students can focus on CAI as an option. Forty-four percent of private school representatives report that they or other private school officials had little or no involvement in decisions regarding the use of CAI (see Exhibit 20). Forty-one percent of private school respondents said that private school representatives participated in "every step of the process" of making decisions about CAI.

Exhibit 19

Supplementary Instruction to Private School Students, as Reported by Title I Administrators (in percentages)

For 1996-97 and each of the previous two school years, indicate the percentage of all participating private school students who received Title I instructional services in each of the following configurations.

Number of Private School Students Served by Title I	Percent of Districts Where: All students received only CAI			All students received only face-to-face instruction			All students received a combination of CAI and face-to-face			Districts where students received different combinations of services		
	1994-95	1995-96	1996-97	1994-95	1995-96	1996-97	1994-95	1995-96	1996-97	1994-95	1995-96	1996-97
1000	8	8	8	8	8	8	25	25	25	59	59	59
250 -999	33	27	23	26	26	22	20	20	16	21	27	39
50-249	30	30	32	28	34	33	29	29	28	13	7	7
1-49	14	14	13	61	57	51	23	28	28	2	1	8
All Districts	17	16	16	55	52	47	24	28	28	4	4	9

Exhibit reads: Title I administrators in 8 percent of districts providing Title I services to 1000 or more private school students report that all private school students in their district receive only CAI.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit 20

Involvement in Making Decisions About the Use of CAI, as Reported by Private School Representatives (in percentages)

Which of the following best describes the involvement of representatives of your organization in decisions regarding the use of CAI?				
	Level of Involvement:			
Number of Private School Students Served by Title I	Involved in every step of the process	Little or no involvement but received needed information	Little or no involvement and received no information	Don't know
≥ 1000	44	33	11	0
250-999	41	15	11	11
50-249	40	31	6	16
1-49	36	10	41	0
All Districts	41	15	29	3

Exhibit reads: Private school representatives in 44 percent of districts providing Title I services to 1000 or more private school students report that they were involved in every step of the process in decisions regarding the use of CAI.

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire.

Private school representatives whose students receive CAI were generally positive in their reports about the quality of this approach (see Exhibit 21). Thirty percent of them said that CAI was of high quality and met their students' needs. Fifty-four percent of private school representatives rated CAI as either "high quality" or "adequate," but added that they would like their students to receive additional face-to-face instruction. Only 6 percent of these private school representatives rated the quality of CAI as "inadequate." Exhibit 22 shows that private school representatives who were involved in decisions regarding the use of CAI had more favorable impressions of CAI than those who were not involved. Seventy-three percent of private school representatives who were involved in every step of the process involved in providing CAI services reported that CAI was of high quality and met students' needs, while only 11 percent of those who reported little or no involvement in decisions about CAI said it was of high quality and met students' needs. As the data in Exhibit 23 suggest, however, private school representatives whose students received face-to-face instruction were more positive in their assessments of the quality of this approach. Forty-three percent said it was of "high quality," and 47 percent said that it was "generally good."

Exhibit 21

Assessment of CAI Services for Private School Students, as Reported by Private School Representatives (in percentages)

Based on information available to you, including feedback from private school principals and teachers, parents, and other sources, what is your overall assessment of the quality of Title I CAI services provided to students enrolled in schools in your organization?

Number of Private School Students Served by Title I	Assessment of CAI Services: The CAI services are of high quality and meet our students' learning needs.	The CAI services are of high quality, but require additional face-to-face support from certified Title I instructional staff in order to be more effective.	The CAI services are adequate, although we would prefer more face-to-face instruction from certified Title I instructional staff.	The CAI services are inadequate to meet our students' learning needs.	Don't Know
≥ 1000	27	18	18	18	18
250-999	29	38	18	7	7
50-249	32	29	19	16	4
1-49	30	20	35	3	12
All Districts	30	23	31	6	10

Exhibit reads: Private school representatives in 27 percent of districts providing Title I services to 1000 or more private school students report that the CAI services provided to their students are of high quality and meet their students' learning needs .

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire.

Exhibit 22

Quality of CAI Services, by Their Involvement in the CAI Decision Making Process, as Reported by Private School Representatives (in percentages)

Private school Representatives Report of Involvement in Decision Making for CAI	Private School Representatives' Assessment of CAI Services: High quality and meets students' needs	High quality but needs more face-to-face support	Adequate but would prefer more face-to-face support	Inadequate	Don't know
Every Step of the Process	73	15	12	0	0
Little or None but Received Needed Information	11	22	51	16	0
Little or None and Received no Information	0	35	33	1	32
Don't Know	78	0	0	7	15

Exhibit reads: Among private school representatives who report having been involved in every step of the decision making process for CAI, 73 percent report that the CAI services provided to their students are of high quality and meet their students' learning needs.

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire

Exhibit 23

Quality of Face-to-Face Instruction, as Reported by Private School Representatives (in percentages)

Based on the information available to you, including feedback from private school principals, teachers, parents, and other sources, what is your overall assessment of the quality of the Title I face-to-face instruction provided to students enrolled in schools in your organization?				
Number of Private School Students Served by Title I	Quality of Face-to-Face Instruction: High quality	Generally good	Inadequate	Don't know
≥ 1000	57	43	0	0
250-999	55	32	8	4
50-249	54	22	11	14
1-49	43	46	7	4
All Districts	43	47	6	4

Exhibit reads: Private school representatives in 57 percent of districts providing Title I services to 1000 or more private school students report that the instruction is of high quality.

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire.

Counseling, Health, and Homework Assistance Services

In addition to providing supplementary instruction, districts can also provide counseling, health, and homework assistance services to eligible private school students. Overall, few districts provided these services, although the largest districts were more likely, by wide margins, to do so (see Exhibit 24).

Exhibit 24

Noninstructional Title I Services Offered to Eligible Private School Students, by School Year, as Reported by Title I Administrators (in percentages)

For 1996-97 and each of the previous two school years, indicate which of the following Title I services have been provided to eligible private school students in your district?

Number of Private School Students Served by Title I	Percent of Title I Administrators Reporting that Their Districts Offered: Counseling	Health services	Homework assistance
		1994-95 School Year	
≥ 1000	67	20	50
250-999	8	8	17
50-249	7	5	24
1-49	8	4	28
All Districts	8	5	27
		1995-96 School Year	
≥ 1000	58	20	50
250-999	8	8	20
50-249	5	5	27
1-49	9	4	28
All Districts	9	5	28
		1996-97 School Year	
≥ 1000	55	30	50
250-999	14	10	17
50-249	2	2	29
1-49	9	4	29
All Districts	8	4	29

Exhibit reads: Title I administrators in 67 percent of districts providing Title I services to 1000 or more private school students report that their districts provided counseling to eligible private school students during the 1994-95 school year.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

In some cases, private school representatives confirmed Title I administrators' reports of the prevalence of these services. In other cases, they provided dramatically different responses (see Exhibit 25).

Exhibit 25

Noninstructional Title I Services Offered to Eligible Private School Students, by School Year, as Reported by Private School Representatives (in percentages)

For 1996-97 and each of the previous two school years, indicate which of the following Title I services have been provided to eligible private school students in your district?			
	Percent of Private School Representatives Reporting that Districts Offered:		
Number of Private School Students Served by Title I	Counseling	Health services	Homework assistance
		1994-95 School Year	
≥ 1000	29	25	27
250-999	5	0	8
50-249	9	6	7
1-49	5	7	14
All Districts	6	7	13
		1995-96 School Year	
≥ 1000	29	25	24
250-999	5	0	13
50-249	11	6	11
1-49	5	6	17
All Districts	6	6	16
		1996-97 School Year	
≥ 1000	29	24	23
250-999	14	4	14
50-249	8	10	10
1-49	9	6	16
All Districts	9	7	15

Exhibit reads: Private school representatives in 29 percent of districts providing Title I services to 1000 or more private school students report that the districts provided counseling to eligible private school students during the 1994-95 school year.

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire.

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Extended-time Services

Some districts offer Title I services during non-school hours, including during the summer and before or after school. Since IASA requires that Title I services for public and private school students be comparable, districts must offer private school students access to extended-time services if these services meet private school students' needs. However, some private school students opt out of these services. Exhibit 26 shows that when districts offered extended-time services, Title I administrators in a majority of districts report that private school students participated in them. At the same time, 40 percent of private school representatives report that they did not know if the district that serves their students offered extended-time services.

Exhibit 26

Private School Students' Participation in Extended-Time Services, as Reported by Title I Administrators (in percentages)

Do private school students participate in Title I services or activities held during nonschool hours (for instance, summer programs or before- and after-school programs)?	
Number of Private School Students Served by Title I	**Reporting that private school students participate**
1000	75
250-999	58
50-249	56
1-49	60
All Districts	59

Exhibit reads: Title I administrators in 75 percent of districts providing Title I to 1,000 or more private school students and in which these are extended-time services report that these students participate in extended-time services.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Professional Development

In addition to providing supplementary instruction and other services to eligible private school students, districts may use Title I resources to provide professional development and training to Title I instructional staff and aides who work with these students. Districts may also provide professional development and training to private school teachers and parents of private school students on topics directly related to Title I. Overall, Title I administrators in 65 percent of districts report that their Title I program provided professional development to Title I teachers (see Exhibit 27). Fewer report providing these services to Title I aides, private school teachers, and parents of private school students. In general, larger districts are more likely to provide professional development to each of these groups

Exhibit 27

Professional Development Provided by Title I Projects, as Reported by Title I Administrators (in percentages)

Does the Title I project provide professional development/training to any of the following?				
	District's Title I Project Provides Professional Development to:			
Number of Private School Students Served by Title I	Title I teachers	Title I aides	Private school teachers	Parents of private school students
1000	100	92	77	86
250-999	73	59	56	77
50-249	68	70	41	61
1-49	64	46	39	61
All Districts	65	50	41	61

Exhibit reads: Title I administrators in 100 percent of districts providing Title I services to 1000 or more private school students report that their districts' Title I projects provided professional development to Title I teachers who provide instructional services to private school students.

Source: Survey of Title I Services to Private School Students, School District Questionnaire

than smaller districts. Representatives of private school organizations report much less professional development to all categories of recipients, and, once again, significant numbers say that they do not know if the districts provided professional development under Title I (see Exhibit 28).

Exhibit 28

Professional Development Provided by Title I Projects, as Reported by Private School Representatives (in percentages)

Does the Title I project provide professional development/training to any of the following?								
	District Provides Title I Project Professional Development to:							
Number of Private School Students Served by Title I	Title I teachers		Title I aides		Private school teachers		Parents of private school students	
	Yes	Don't know	Yes	Don't know	Yes	Don't know	Yes	Don't know
1000	65	26	50	32	47	17	43	26
250-999	61	21	46	23	41	10	44	25
50-249	41	32	38	28	25	18	39	22
1-49	48	35	31	44	15	13	20	16
All Districts	47	34	33	41	18	14	23	17

Exhibit reads: Private school representatives in 65 percent of districts providing Title I services to 1000 or more private school students report that their districts' Title I projects provided professional development to Title I teachers who provide instructional services to private school students.

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire

Student Assessment

Title I requires states to use statewide assessments tied to challenging standards to assess their public school students' achievement. If states have not yet developed assessments tied to challenging standards, they may use a "transitional" assessment to measure achievement until they develop a new assessment system. Public school officials, in consultation with private school representatives, can select an alternative set of high standards comparable to the state standards if the state standards do not reflect the goals of private schools. About three-quarters of districts (72 percent) that serve private school students use either state or transitional assessments to measure the achievement of private school students receiving Title I services, and 38 percent administer other assessments (see Exhibit 29). The largest districts were more likely to use assessments other than state or transitional tests to assess private school students. Almost half (44 percent) of private school representatives do not know how their students were assessed.

Exhibit 29

Test Used to Assess the Progress of Private School Students Receiving Title I Services, as Reported by Title I Administrators (in percentages)

For the 1995-96 school year, which of the following were used to assess the academic achievement of private school students who received Title I instructional services?			
Number of Private School Students Served by Title I	**State assessment system**	**Transitional assessment system**	**Other**
≥ 1000	15	31	77
250-999	15	45	52
50-249	25	36	46
1-49	23	51	36
All Districts	23	49	38

Exhibit reads: Title I administrators in 15 percent of districts providing Title I services to 1000 or more private school students report that their district used the state assessment system to assess the progress of private school students receiving Title I services.

Source: Survey of Title I Services to Private School Students, School District Questionnaire

Title I administrators in a large number of districts report sharing the results of assessments of private school students' progress (see Exhibit 30). Eighty-six percent say they shared these results with private school principals, 81 percent report sharing them with teachers in private schools, and 77 percent say they shared them with parents. Title I administrators in the larger districts were more likely to share the results with representatives of private school organizations than their counterparts in

Exhibit 30

Communicating Private School Students' Progress, as Reported by Title I Administrators (in percentages)

Does your Title I project communicate the results of assessments of the progress of private school students toward achieving challenging performance standards to any of the following?				
	Communicating to:			
Number of Private School Students Served by Title I	Representatives of private school organizations	Private school principals	Teachers of private school students	Parents of private school students
≥ 1000	79	93	86	79
250-999	91	95	86	85
50-249	59	93	88	75
1-49	49	85	79	77
All Districts	52	86	81	77

Exhibit reads: Title I administrators in 79 percent of districts providing Title I services to 1000 or more private school students report that their districts' Title I project communicated the results of the assessment of the progress of these students to representatives of private school organizations.

Source: Survey of Title I Services to Private School Students, School District Questionnaire

smaller districts. According to the data presented in Exhibit 31, private school representatives report considerably less sharing of assessment results than the Title I administrators. A related finding, which

Exhibit 31

Communicating Private School Students' Progress, as Reported by Private School Representatives (in percentages)

Does your Title I project communicate the results of assessments of the progress of private school students toward achieving challenging performance standards to any of the following?								
	Communicating to:							
Number of Private School Students Served by Title I	Representatives of private school organizations		Private school principals		Teachers of private school students		Parents of private school students	
	Yes	Don't know	Yes	Don't know	Yes	Don't know	Yes	Don't know
≥ 1000	32	23	64	14	48	30	43	30
250-999	54	26	73	11	59	30	40	36
50-249	29	40	59	18	63	20	42	25
1-49	33	25	72	13	70	19	60	22
All Districts	33	27	71	14	68	20	57	23

Exhibit reads: Private school representatives in 32 percent of districts providing Title I services to 1000 or more private school students report that Title I administrators communicated the results of the assessment of the progress of these students to representatives of private school organizations.

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire

is consistent with findings about other areas of communication between Title I and the private school community, is that significant numbers of private school respondents also say that they do not know whether assessment results were shared with the four groups.

The Future of Title I Services to Private School Students

The organization and administration of Title I services to private school students are in transition. The Supreme Court's decision in Agostini v. Felton will no doubt bring changes to the provision of Title I services to students enrolled in private schools. For example, Title I instructional staff entering private schools is likely to increase the demand for face-to-face instruction instead of CAI. Making the transition to new service delivery models will require careful planning and coordination between district administrators and private school officials. Districts will have to deal with the prospects of different kinds of instructional services and with increased participation as these services become available. For this reason, this survey's findings about consultation between Title I administrators and representatives of private school organizations, private school principals, and parents of private school students, particularly the extent to which they point to gaps in the process, are important. Policymakers, program administrators, and leaders of private school organizations will need to work together to explore this and other issues, finding ways of enhancing communications about Title I services to private school students as a starting point.

Reference

Haslam, M.B., & Humphrey, D.C. (1993, May). *Chapter 1 Services to Religious-School Students*. Washington, DC: Policy Studies Associates.

APPENDIX A

School District Questionnaire

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this collection is 1875-0126. The time required to complete this information collection is estimated to average 90 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimates or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4651. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** M. Bruce Haslam, Managing Director, Policy Studies Associates, 1718 Connecticut Ave. N.W., Suite 400, Washington, D.C. 20009.

SURVEY OF TITLE I SERVICES TO PRIVATE-SCHOOL STUDENTS
SCHOOL DISTRICT QUESTIONNAIRE

Please circle the number to the right of the appropriate response(s) to indicate your answer to each question.

1. Did your Title I project provide services to students who attend private schools in each of the last three years?

   a. Yes (Go To Question 2) 1
   b. No (Go To End Of Survey) . . . . . 2 (100%)*

2. Have you received a copy of the U.S. Department of Education's "Improving Basic Programs Operated by Local Education Agencies" (April, 1996) which includes guidance on providing Title I services to private-school students? **(CIRCLE ALL THAT APPLY)**

   a. Yes, and I have studied it . . . . . 1 (97.8%)*
   b. Yes, but I have not had an opportunity to study it . . . . . 1 (97.8%)*
   c. Yes, and I forwarded copies to private-school representatives . . . . . 1 (97.8%)*
   d. Yes, but I did not forward copies to private-school representatives . . . . . 1 (97.8%)*
   e. No . . . . . 1 (97.8%)*
   f. Don't know . . . . . 1 (97.8%)*

3. Did the proportion of your district's overall Title I budget allocated for instruction and other services to *private-school students* increase, stay the same, or decrease from **1994-95 to 1995-96**?

   a. Increased (Go To Question 4) 1
   b. Stayed the same (Go To Question 5) 2
   c. Decreased (Go To Question 4) 3
   d. Don't know (Go To Question 5) . . . . . 8 (98.3%)*

4. By how much did it increase or decrease? _____ percent (85.4%)*

5. Did the number of *private-school students who actually received* Chapter 1/Title I services increase, stay the same, or decrease from **1994-95 to 1995-96**?

   a. Increased (Go To Question 6) 1
   b. Stayed the same (Go To Question 7) 2
   c. Decreased (Go To Question 6) 3
   d. Don't know (Go To Question 7) . . . . . 8 (98.3%)*

6. By how much did it increase or decrease? _____ percent (92.7%)*

---

* Item response rate

7. Did the number of *private-school students who generated funds* for Title I services (i.e., poor children living in participating public-school attendance areas) increase, stay the same, or decrease from **1995-96 to 1996-97**?

a.	Increased (Go To Question 8)	1	
b.	Stayed the same (Go To Question 9)	2	
c.	Decreased (Go To Question 8)	3	
d.	Don't know (Go To Question 9)	8	(98.3%)*

8. By how much did it increase or decrease? _____ percent (88.8%)*

9. Did the number of *private-school students who actually received* Title I services (i.e., those considered educationally deprived) increase, stay the same, or decrease from **1995-96 to 1996-97**?

a.	Increased (Go To Question 10)	1	
b.	Stayed the same (Go To Question 11)	2	
c.	Decreased (Go To Question 10)	3	
d.	Don't know (Go To Question 11)	8	(98.3%)*

10. By how much did it increase or decrease? _____ percent (91.0%)*

11. Did the number of *private schools enrolling students who received Chapter 1/Title I* services increase, stay the same, or decrease from **1994-95 to 1995-96**?

a.	Increased	1	
b.	Stayed the same	2	
c.	Decreased	3	
d.	Don't know	8	(98.9%)*

12. Did the number of *private schools enrolling students who received Title I services* increase, stay the same, or decrease from **1995-96 to 1996-97**?

a.	Increased	1	
b.	Stayed the same	2	
c.	Decreased	3	
d.	Don't know	8	(99.4%)*

13. For 1996-97 and for each of the past two years, approximately what percentage of eligible private-school students received or are receiving Title I services? If data are not available for certain years, please enter "N/A" in the appropriate space.

a.	1994-95	_____ percent	(61.2%)*
b.	1995-96	_____ percent	(70.2%)*
c.	1996-97	_____ percent	(70.2%)*

14. Under Title I, representatives of Title I projects must consult with appropriate private-school representatives during the design and development of these services and before making any decision that affects the opportunity of private-school students to participate. This consultation covers a number of issues, such as those listed in the following chart. For each issue listed in the column on the left, indicate whether representatives of the Title I project in your district consult *in a meaningful and timely fashion* with any of the individuals listed across the top of the chart.

CONSULT WITH →	Administrators/staff in private-school organization (e.g., diocesan education office)			Private-school principals and administrators			Parents of private-school students		
TOPIC ↓	Yes	No	Don't Know	Yes	No	Don't know	Yes	No	Don't Know
a. Determination of the number of private-school students who generate funds for Title I services (including the source of poverty data)	(91.0%)*			(96.6%)*			(94.4%)*		
b. Determination of which eligible students will receive services (including criteria for determining eligibility)	(88.8%)*			(97.2%)*			(87.1%)*		
c. Determination of administrative costs and capital expense needs	(87.1%)*			(96.1%)*			(83.1%)*		
d. Determination of per-pupil allocation of resources	(88.2%)*			(95.5%)*			(83.7%)*		
e. Determination of whether or not to "pool" resources	(88.8%)*			(96.1%)*			(83.1%)*		
f. Assessment of student learning needs	(87.6%)*			(96.6%)*			(85.4%)*		
g. Determination of challenging student performance standards	(87.1%)*			(94.9%)*			(84.3%)*		
h. Assignment of Title I staff who will provide services to private-school students	(87.6%)*			(97.2%)*			(83.7%)*		
i. Decision about the type(s) of services to be provided	(87.6%)*			(96.6%)*			(85.4%)*		
j. Decision about the location of services	(87.1%)*			(96.6%)*			(84.3%)*		
k. Plans for activities for parents of private-school students and the development of a compact	(88.8%)*			(96.6%)*			(88.2%)*		
l. Methods for evaluating the quality of services	(87.6%)*			(96.1%)*			(84.8%)*		
m. Methods for assessing students' progress in meeting challenging performance standards	(87.6%)*			(95.5%)*			(83.1%)*		

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15. In planning for the 1996-97 school year, were there any barriers to effective consultation with private-school representatives?

a. Yes (Go to Question 16) 1
b. No (Go to Question 17) . . . . . 2 (98.9%)*

16. If you answered Yes to Question 15, indicate the extent to which each of the following conditions was a barrier to effective consultation with private-school representatives?

		Major Barrier	Minor Barrier	Not a Barrier
a.	Insufficient information from the private schools about whom we should consult with	(97.8%)*		
b.	Lack of assistance from private-school representatives in counting poor students enrolled in private schools	(97.8%)*		
c	Inadequate information provided by private-school representatives on the number of poor students enrolled in private schools	(97.8%)*		
d.	Other (Please specify)	(97.2%)*		

17. In planning for the 1996-97 school year, from which private schools did you request a count of the number of poor students enrolled in the school? **(CIRCLE ONLY ONE)**

a. All private schools in the district 1
b. All private schools in attendance areas targeted for Title I services 2
c. All private schools that enrolled students who received Title I services in 1995-96 3
d. All private schools that expressed interest in having their eligible students receive Title I services 4
e. Other (Please specify) . . . . . 5 (100%)*

18. In planning for the 1996-97 school year, what ***formula*** did the district use to calculate the number of private-school students who are from poor families? **(CIRCLE ONLY ONE)**

a.	We used the same source of data to identify poor students in both public and private schools	1	
b.	We used comparable data from different sources to identify poor students in public schools and private schools	2	
c.	We extrapolated from a representative sample of data to determine the number of poor children who attend private schools	3	
d.	We correlated data from two different sources to determine the number of poor children who attend private schools	4	
e.	Other (Please specify)	5	(99.4%)*

19. In planning for the 1996-97 school year, what ***data*** did the district use to calculate the number of private-school students who are from poor families? **(CIRCLE ALL THAT APPLY)**

a.	AFDC data	1	(99.4%)*
b.	Data on eligibility for free and reduced-price lunches	1	(99.4%)*
c.	Survey(s) of parents of private-school students	1	(99.4%)*
d.	Tuition scholarship information	1	(99.4%)*
e.	Other (Please specify)	1	(99.4%)*

20. How have funds generated by poor private-school students been distributed to provide services in the 1996-97 school year? **(CIRCLE ONLY ONE)**

a.	All funds were pooled and used to serve eligible private-school students who reside in participating public-school attendance areas and who are in greatest educational need of these services	1	
b.	The funds generated by poor children who reside in participating public-school attendance areas and also attend a particular private school were used to provide services to eligible students in that private school	2	
c.	A combination of "a" and "b" was used	3	
d.	Other (Please specify)	4	(99.4%)*

21. Has the district begun providing Title I services to all private-school students identified for participation in the 1996-97 school year?

a.	Yes (Go To Question 22)	1	
b.	No (Go To Question 23)	2	(98.3%)*

22. If the services did not begin at the start of the private-school year, indicate the number of weeks after the start of the school year that services did begin.

_____ weeks after the start of the school year (21.3%)*

23. For 1996-97 and each of the previous two school years, indicate which of the following Title I services have been provided to eligible private-school students in your district?

	1996-97		1995-96		1994-95	
	Yes	No	Yes	No	Yes	No
a. Supplementary instruction--including computer-assisted instruction (CAI)--in core content areas	[illegible]*		[illegible]*		[illegible]*	
b. Counseling	[illegible]*		[illegible]*		[illegible]*	
c. Health services/assistance from a social worker	[illegible]*		[illegible]*		[illegible]*	
d. Homework assistance	[illegible]*		[illegible]*		[illegible]*	

24. For 1996-97 and each of the previous two school years, indicate the percentage of all participating private-school students who received *Title I instructional services* in each of the following configurations. If the information is not available, please enter "N/A" in the appropriate space. **(Percentages in each column should add up to 100%)***.

	1996-97	1995-96	1994-95
a. **Only** computer-assisted instruction (CAI) in a laboratory in a private school	[illegible]*	[illegible]*	[illegible]*
b. **Only** face-to-face instruction by Title I staff or contractor in a portable classroom, mobile unit, or other facility	[illegible]*	[illegible]*	[illegible]*
c. A combination of CAI and face-to-face instruction	[illegible]*	[illegible]*	[illegible]*
d. Other (Please specify)	[illegible]*	[illegible]*	[illegible]*
	100%	100%	100%

25. Do private-school students participate in Title I services or activities held during nonschool hours (for instance, summer programs or before- and after-school programs)? **(CIRCLE ONLY ONE)**

a. Yes 1
b. No, the district offers extended-time services, but private-school students do not participate 2
c. No, the district does not offer extended-time services for either public- or private-school students . . . . . 3 [illegible]*

26. Does your Title I project provide professional development/training to any of the following?

		Yes	No
a.	Title I teachers who provide instructional services to private-school students	(94.9%)*	
b.	Title I aides who provide instructional services to private-school students	(91.0%)*	
c.	Private-school teachers whose students receive Title I services	(91.6%)*	
d.	Parents of private-school students who receive Title I services	(96.1%)*	

27. For 1996-97 and each of the previous two school years, what was your district's total Chapter 1/Title I budget (for public- and private-school students combined)?

a. 1996-97 $_____ (93.3%)*

b. 1995-96 $_____ (92.1%)*

c. 1994-95 $_____ (87.1%)*

28. For 1996-97 and each of the previous two school years, how much did your district spend on *noninstructional expenses* related to providing services to private-school students (for instance, purchasing or leasing mobile units or portable classrooms)?

a. 1996-97 $_____ (89.3%)*

b. 1995-96 $_____ (89.9%)*

c. 1994-95 $_____ (83.7%)*

29. Of the total amount spent on *noninstructional expenses* for those years, what percentage was paid by funds taken off the top of your Title I budget, and what percentage was paid by capital expense funds? (If expenses were initially paid by "off-the-top funds," but later reimbursed by capital expense funds, count that expense as paid by capital expense funds.)

	Off-the-Top Funds	Capital Expense Funds
1996-97	(89.9%)*	
1995-96	(91.6%)*	
1994-95	(85.4%)*	

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30. For 1996-97 and each of the previous two school years, did your district apply for capital expense funds?

	Yes	No
1996-97		
1995-96		
1994-95		

If your district chose not to apply for capital expense funds during these years, please briefly explain why.

31. If the district received capital expense funds in 1994-95 and/or 1995-96, how were they used? **(CIRCLE ALL THAT APPLY)**

a.	Purchase of real and personal property (including mobile units)	1	
b.	Lease of real and personal property	1	
c.	Renovation of real and personal property	1	
d.	Insurance	1	
e.	Maintenance	1	
f.	Transportation	1	
g.	Other (Please specify)	1	

32. If the district received capital expense funds in 1994-95 and/or 1995-96, when were the expenses actually incurred? **(CIRCLE ALL THAT APPLY)**

a.	In previous years	1	
b.	In the years in which the funds were sought	1	
c.	In anticipation of future expenditures associated with increasing the number of private school students who receive Title I services	1	

33. For the 1995-96 school year, which of the following were used to assess the academic achievement of private-school students who received Title I instructional services? **(CIRCLE ALL THAT APPLY)**

a.	State assessment system	1	
b.	Transitional assessment system	1	
c.	Other (Please specify)	1	

34. Will the same assessment be used in 1996-97?

a.	Yes (Go To Question 36)	1	
b.	No (Go To Question 35)	2	

35. Please briefly describe the reason for the change.

_____

_____

36. Does your Title I project communicate the results of the assessment of the progress of private-school students toward achieving challenging performance standards to any of the following?

		Yes	No
a.	Representatives of private-school organizations	(88.2%)*	
b.	Principals of private schools that enroll participating students	(96.1%)*	
c.	Teachers of participating private-school students	(94.4%)*	
d.	Parents of participating private-school students	(92.1%)*	

37. Did the district compare the achievement of Title I students in private schools with the achievement of Title I students in public schools for the 1995-96 school year? **(CIRCLE ONLY ONE)**

a. Yes (Go To Question 38) 1
b. No, because we used different methods to assess student achievement for the two groups (Go To End Of Survey) 2
c. No, because data on student achievement from the 1995-96 school year are not yet available (Go To End Of Survey) 3
d. No, for another reason (Please specify)_____ (Go To End Of Survey) . . . . . 4 (97.8%)*

38. Please circle the statement that best describes what your district found when it compared the 1995-96 achievement of Title I students in private schools with that of Title I students in public schools. **(CIRCLE ONLY ONE)**

a. Private-school students demonstrated more improvement than public-school students across most grades and subjects 1
b. Private- and public-school students demonstrated about the same amount of improvement across most grades and subjects 2
c. Public-school students demonstrated more improvement than private-school students across most grades and subjects . . . . . 3 (97.8%)*

Thank you for completing the survey. Please return it to us in the enclosed self-addressed and stamped envelope. Or if you like, you can fax us the questionnaire. Our fax number is (202) 939-5732. Thank you.

APPENDIX B

Private School Organization Questionnaire

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this collection is 1875-0126. The time required to complete this information collection is estimated to average 90 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimates or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4651. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** M. Bruce Haslam, Managing Director, Policy Studies Associates, 1718 Connecticut Ave. N.W., Suite 400, Washington, D.C. 20009.

Your responses should apply only to the Title I project in this school district →

SURVEY OF TITLE I SERVICES TO PRIVATE-SCHOOL STUDENTS
PRIVATE-SCHOOL ORGANIZATION QUESTIONNAIRE

Please circle the number to the right of the appropriate response(s) to indicate your answer to each question.

1. My current position is: **(CIRCLE ONLY ONE)**

a.	Administrator/staff in a private-school organization or association	1	
b.	Principal/administrator in a private school	2	
c.	Teacher in a private school	3	
d.	Other (Please specify)	4	(100%)*

2. Have you received a copy of the U.S. Department of Education's "Improving Basic Programs Operated by Local Education Agencies" (April, 1996) which includes guidance on providing Title I services to private-school students?

a.	Yes, and I have studied it	1	
b.	Yes, but I have not had an opportunity to study it	2	
c.	No	3	
d.	Don't know	8	(97.6%)*

3. Did the funds available for Chapter 1/Title I services for students in schools included in your organization increase, stay the same, or decrease from **1994-95 to 1995-96**?

a.	Increased (Go To Question 4)	1	
b.	Stayed the same (Go To Question 5)	2	
c.	Decreased (Go To Question 4)	3	
d.	Don't know (Go To Question 5)	8	(99.5%)*

4. By how much did it increase or decrease? _____ percent (75.4)

5. For students enrolled in schools included in your organization, did the number *who actually received* Chapter 1/Title I services increase, stay the same, or decrease from **1994-95 to 1995-96**?

a.	Increased (Go To Question 6)	1	
b.	Stayed the same (Go To Question 7)	2	
c.	Decreased (Go To Question 6)	3	
d.	Don't know (Go To Question 7)	8	(99.0%)*

* Item response rate.

6. By how much did it increase or decrease? _____ percent (82.1%)*

7. For students enrolled in schools included in your organization, did the number *who generated funds* for Title I services (i.e., poor children living in participating public-school attendance areas) increase, stay the same, or decrease from **1995-96 to 1996-97**?

a. Increased (Go To Question 8) 1
b. Stayed the same (Go To Question 9) 2
c. Decreased (Go To Question 8) 3
d. Don't know (Go To Question 9) . . . . . 8 (99.0%)*

8. By how much did it increase or decrease? _____ percent (83.6%)*

9. For students enrolled in schools included in your organization, did the number *who actually received* Title I services (i.e., those considered educationally deprived and who participated) increase, stay the same, or decrease from **1995-96 to 1996-97**?

a. Increased (Go To Question 10) 1
b. Stayed the same (Go To Question 11) 2
c. Decreased (Go To Question 10) 3
d. Don't know (Go To Question 11) 8
(98.6%)*

10. By how much did it increase or decrease? _____ percent (83.6%)*

11. Did the number of private schools included in your organization enrolling students who received Chapter 1/Title I services increase, stay the same, or decrease from **1994-95 to 1995-96**?

a. Increased 1
b. Stayed the same 2
c. Decreased 3
d. Don't know 8
(97.6%)*

12. Did the number of private schools included in your organization enrolling students who receive Title I services increase, stay the same, or decrease from **1995-96 to 1996-97**?

a. Increased 1
b. Stayed the same 2
c. Decreased 3
d. Don't know 8
(97.1%)*

13. Under Title I, representatives of Title I projects must consult with appropriate private-school representatives during the design and development of these services and before making any decision that affects the opportunity of private-school students to participate. This consultation covers a number of issues, such as those listed in the following chart. For each issue listed in the column on the left, indicate whether representatives of the Title I project that provides services to students enrolled in schools included in your organization consult *in a meaningful and timely fashion* with any of the individuals listed across the top of the chart.

CONSULT WITH →	Administrators/staff in private-school organization (e.g., diocesan education office)			Private-school principals and administrators			Parents of private-school students		
TOPIC ↓	Yes	No	Don't Know	Yes	No	Don't know	Yes	No	Don't Know
a. Determination of the number of private-school students who generate funds for Title I services (including the source of poverty data)	(79.2%)*			(92.3%)*			(74.9%)*		
b. Determination of which eligible students will receive services (including criteria for determining eligibility)	(77.8%)*			(93.2%)*			(72.9%)*		
c. Determination of administrative costs and capital expense needs	(76.8%)*			(89.9%)*			(69.6%)*		
d. Determination of per-pupil allocation of resources	(76.3%)*			(90.8%)*			(68.1%)*		
e. Determination of whether or not to "pool" resources	(76.3%)*			(88.4%)*			(67.6%)*		
f. Assessment of student learning needs	(74.4%)*			(90.8%)*			(70.0%)*		
g. Determination of challenging student performance standards	(73.4%)*			(89.4%)*			(67.6%)*		
h. Assignment of Title I staff who will provide services to private-school students	(76.8%)*			(91.3%)*			(67.6%)*		
i. Decision about the type(s) of services to be provided	(76.3%)*			(90.3%)*			(68.6%)*		
j. Decision about the location of services	(75.4%)*			(90.8%)*			(67.6%)*		
k. Plans for activities for parents of private-school students and the development of a compact	(75.4%)*			(88.4%)*			(73.4%)*		
l. Methods for evaluating the quality of services	(76.8%)*			(91.8%)*			(68.6%)*		
m. Methods for assessing students' progress in meeting challenging performance standards	(75.8%)*			(90.3%)*			(69.1%)*		

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14. In planning for Title I services for the 1996-97 school year, did you and/or other representatives of your organization work with the district's Title I administrators to determine the number of poor children enrolled in private schools who live in participating public-school attendance areas in the school district?

a.	Yes (Go To Question 15)	1	
b.	No (Go to Question 19)	2	
c.	Don't know (Go to Question 19)	8	(98.6%)*

15. Briefly indicate the type of assistance you provided.

_____

_____

16. In planning for Title I services for the 1996-97 school year, did the district produce an accurate count of the number of poor children attending private schools included in your organization, based on the information available to you?

a.	Yes (Go to Question 19)	1	
b.	No (Go to Question 17)	2	
c.	Don't know (Go to Question 19)	8	(99.5%)*

17. By how much do you estimate that the district miscounted the number of poor children who live in participating public-school attendance areas and who are enrolled in schools included in your organization?

a.	It underestimates the number of poor children by less than 10 percent	1	
b.	It underestimates the number of poor children by between 10 and 25 percent	2	
c.	It underestimates the number of poor children by between 26 and 50 percent	3	
d.	It underestimates the number of poor children by more than 50 percent	4	
e.	It overestimates the number of poor children	5	
f.	Don't know	8	(99.5%)*

18. Which of the following factors contributed to the miscounting of the number of poor children attending private schools included in your organization?

		YES	NO
a.	Data on free-lunch eligibility were not available because private schools did not participate in the free and reduced-price lunch program	(99.5%)*	
b.	Information on families' poverty status from other sources was not available	(99.5%)*	
c.	Information on eligibility for the free and reduced-price lunch program was not available and we did not know that other poverty data could be used instead	(98.6%)*	
d.	The district disregarded information we provided on students' poverty status	(99.0%)*	
e.	The district did not contact private schools that have opted out of Title I in the past	(99.0%)*	
f.	Some private schools declined to participate in the district's count of poor children	(99.0%)*	
g.	Other (Please specify)	(98.1%)*	

19. Based on your experience during the past two school years, please indicate whether you agree or disagree with each of the following statements about the responsiveness of the Title I representatives to your suggestions and questions about Title I services to private-school students.

	Agree	Disagree	Don't Know
a. Title I representatives consider our input	(97.1%)*		
b. Title I representatives respond to our questions in a timely fashion	(96.1%)*		
c. Title I representatives provide timely and accurate information	(96.6%)*		

20. Has the district begun providing Title I services to all private-school students identified for participation in the 1996-97 school year?

a. Yes (Go To Question 21) 1
b. No (Go To Question 22) . . . . . 2 (97.1%)*

21. If the services did not begin at the start of the school year, indicate the number of weeks after the start of the school year that services did begin.

_____ weeks after the start of the school year (37.2%)*

22. For 1996-97 and each of the previous two school years, indicate which of the following Title I services have been provided to eligible students attending schools included in your organization?

	1996-97			1995-96			1994-95		
	Yes	No	Don't Know	Yes	No	Don't Know	Yes	No	Don't Know
a. Supplementary instruction--including computer-assisted instruction (CAI)--in core content areas	(98.6%)*			(94.7%)*			(94.7%)*		
b. Counseling	(92.3%)*			(87.9%)*			(88.9%)*		
c. Health services/assistance from a social worker	(91.8%)*			(87.4%)*			(88.4%)*		
d. Homework assistance	(93.2%)*			(88.9%)*			(89.4%)*		

23. For 1996-97 and each of the previous two school years, indicate the percentage of all participating private-school students who received *Title I instructional services* in each of the following configurations. If the information is not available, please enter "N/A" in the appropriate space. **(Percentages in each column should add to 100).**

	1996-97	1995-96	1994-95
a. Only computer-assisted instruction (CAI) in a laboratory in a private school	(75.4%)*	(72.9%)*	(71.0%)*
b. Only face-to-face instruction by Title I staff or contractor in a portable classroom, mobile unit, or other facility	(75.4%)*	(72.0%)*	(70.0%)*
c. A combination of CAI and face-to-face instruction	(75.8%)*	(72.5%)*	(70.5%)*
d. Other (Please specify)	(74.9%)*	(71.5%)*	(69.6%)*
	100%	100%	100%

24. Do students enrolled in schools included in your organization participate in Title I services or activities held during nonschool hours (for instance, summer programs or before- and after-school programs)? **(CIRCLE ONLY ONE)**

a.	Yes	1	
b.	No, the district offers extended-time services but our students do not participate	2	
c.	No, the district does not offer extended-time services for either public- or private-school students	3	
d.	I don't know if the district offers such extended-time services	8	(99.0%)*

25. Which of the following best describes the involvement of representatives of your organization in decisions regarding the use of CAI? **(CIRCLE ONLY ONE)**

a.	We were involved in every step of the process	1	
b.	We were involved in selecting the hardware and software	2	
c.	We were involved in selecting the software only	3	
d.	We had little or no involvement in the decision, although we received necessary information	4	
e.	We had little or no involvement in the decision, and there was no information available to us	5	
f.	Don't know	8	(91.3%)*

26. Based on information available to you, including feedback from private-school principals and teachers, parents, and other sources, what is your overall assessment of the quality of *Title I CAI services* provided to students enrolled in schools in your organization? **(CIRCLE ONLY ONE)**

a.	The CAI services are of high quality and meet our students' learning needs	1	
b.	The CAI services are of high quality, but require additional face-to-face support from certified Title I instructional staff in order to be more effective	2	
c.	The CAI services are adequate, although we would prefer more face-to-face instruction from certified Title I instructional staff	3	
d.	The CAI services are inadequate to meet our students' learning needs	4	
e.	CAI services are not available to students	5	
f.	Don't know	8	(95.7%)*

27. Based on the information available to you, including feedback from private-school principals, teachers, parents, and other sources, what is your overall assessment of the quality of the Title I *face-to-face instruction* provided to students enrolled in schools in your organization? **(CIRCLE ONLY ONE)**

a.	The face-to-face instruction is of high quality	1	
b.	The face-to-face instruction is generally good	2	
c.	The face-to-face instruction is inadequate	3	
d.	Our students do not receive any face-to-face instruction from the Title I project	4	
e.	Don't know	8	(98.6%)*

28. Does the Title I project provide professional development/training to any of the following?

	Yes	No	Don't Know
a. Title I teachers who provide instructional services to private-school students enrolled in schools in my organization	(95.2%)*		
b. Title I aides who provide instructional services to private-school students enrolled in schools in my organization	(93.7%)*		
c. Private-school teachers in schools in my organization whose students receive Title I services	(95.2%)*		
d. Parents of private-school students enrolled in schools in my organization who receive Title I services	(94.2%)*		

29. Which of the following does the Title I project use to assess the progress of private-school students who receive Title I instructional services toward achieving high standards? **(CIRCLE ALL THAT APPLY)**

a. State assessment system . . . . . 1 (100%)*
b. Transitional assessment system . . . . . 1 (100%)*
c. Other (Please specify) . . . . . 1 (100%)*
d. Don't know . . . . . 1 (100%)*

30. Does the Title I project communicate the results of the assessment of the progress of private-school students toward achieving challenging performance standards to any of the following?

	Yes	No	Don't know
a. Representatives of private-school organizations	(95.7%)*		
b. Principals of private schools that enroll participating students	(97.1%)*		
c. Teachers of participating private-school students	(96.6%)*		
d. Parents of participating private-school students	(96.1%)*		

31. To your knowledge, did the district compare the achievement of Title I students in private schools with the achievement of Title I students in public schools for the 1995-96 school year? **(CIRCLE ONLY ONE)**

a.	Yes (Go To Question 32)	1	
b.	No, because it used different methods to assess student achievement for the two groups (Go To End Of Survey)	2	
c.	No, because data on student achievement from the 1995-96 school year are not yet available (Go To End Of Survey)	3	
d.	No, for another reason (Go To End Of Survey)	4	
e.	Don't know (Go To End Of Survey)	8	(100%)*

32. Please circle the statement that best describes what you learned when the district compared the 1995-96 achievement of Title I students in private schools with that of Title I students in public schools. **(CIRCLE ONLY ONE)**

a.	Private-school students demonstrated more improvement than public-school students across most grades and subjects	1	
b.	Private- and public-school students demonstrated about the same amount of improvement across most grades and subjects	2	
c.	Public-school students demonstrated more improvement than private-school students across most grades and subjects	3	
d.	Don't know	8	(100%)*

Thank you for completing the questionnaire. Please return it to us in the enclosed self-addressed and stamped envelope. Or if you wish, you can fax us the questionnaire. Our fax number is (202) 939-5732. Thank you.

APPENDIX C

Consultation Exhibits

Exhibit C-1

Consultation With Private School Principals, as Reported by Title I Administrators (in percentages)

For each issue..., indicate whether representatives of the Title I project in your district consult in a meaningful and timely fashion with any of the individuals listed...

Number of Private School Students Served by Title I	Student Eligibility and Program Functions: Determination of the number of private school students who generate funds	Determination of which eligible students will receive services	Determination of administrative costs and capital expenses	Determination of per-pupil allocation of resources	Determination of whether or not to "pool" resources
≥ 1000	93	100	62	50	79
250-999	97	97	55	60	71
50-249	87	96	72	71	63
1-49	86	93	66	74	51
All Districts	86	93	66	73	53

	Staffing and Services: Assignment of Title I staff	Types of services to be provided	Location of services	Parental activities and compact development
≥ 1000	71	100	100	79
250-999	80	97	100	74
50-249	81	93	90	71
1-49	82	94	80	71
All Districts	82	94	82	71

	Student Assessment and Program Evaluation: Assessment of student learning needs	Challenging student performance standards	Methods for evaluating the quality of services	Assessing students' progress in meeting performance standards
≥ 1000	86	79	93	92
250-999	97	74	91	88
50-249	93	81	86	79
1-49	91	73	85	85
All Districts	91	74	85	84

Exhibit reads: In districts serving 1000 or more private school students, 93 percent of Title I administrators report that they consult with private school principals about the determination of the number of private school students who generate funds for Title I services.

Source: Survey of Title I Services to Private School Students, School District Questionnaire

Exhibit C-2

Consultation With Representatives of Private School Organizations, as Reported by Title I Administrators (in percentages)

For each issue..., indicate whether representatives of the Title I project in your district consult in a meaningful and timely fashion with any of the individuals listed...

Number of Private School Students Served by Title I	Student Eligibility and Program Functions: Determination of the number private school students who generate funds	Determination of which eligible students will receive services	Determination of administrative costs and capital expenses	Determination of per-pupil allocation of resources	Determination of whether or not to "pool" resources
≥ 1000	86	85	77	69	64
250-999	95	87	73	73	95
50-249	76	56	63	60	79
1-49	68	54	41	48	37
All Districts	70	56	45	50	44

	Staffing and Services: Assignment of Title I staff	Types of services to be provided	Location of services	Parental activities and compact development
≥ 1000	62	77	92	64
250-999	73	97	95	65
50-249	52	79	72	43
1-49	39	55	45	37
All Districts	42	59	50	39

	Student Assessment and Program Evaluation: Assessment of student learning needs	Challenging student performance standards	Methods for evaluating the quality of services	Assessing students' progress in meeting performance standards
≥ 1000	77	57	69	85
250-999	76	72	92	75
50-249	64	61	44	47
1-49	49	47	49	49
All Districts	52	50	50	50

Exhibit reads: In districts serving 1000 or more private school students, 86 percent of Title I administrators report that they consult with administrators or staff in a private school organization about the determination of the number of private school students who generate funds for Title I services.

Source: Survey of Title I Services to Private School Students, School District Questionnaire

Exhibit C-3

Consultation With Either Private School Principals or Representatives of Private School Organizations, as Reported by Title I Administrators (in percentages)

For each issue..., indicate whether representatives of the Title I project in your district consult in a meaningful and timely fashion with any of the individuals listed...					
	Student Eligibility and Program Functions:				
Number of Private School Students Served by Title I	Determination of the number of private school students who generate funds	Determination of which eligible students will receive services	Determining administrative costs and capital expenses	Determination of per-pupil allocation of resources	Determination of whether or not to "pool" resources
≥ 1000	100	100	86	79	86
250-999	100	100	76	74	92
50-249	98	98	81	81	83
1-49	89	93	70	76	54
All Districts	91	94	72	77	59
	Staffing and Services:				
	Assignment of Title I staff	Types of services to be provided	Location of services	Parental activities and compact development	
≥ 1000	79	100	100	79	
250-999	85	100	100	77	
50-249	85	97	93	73	
1-49	79	94	77	75	
All Districts	80	95	80	75	
	Student Assessment and Program Evaluation:				
	Assessment of student learning needs	Determination of challenging student performance standards	Methods for evaluating the quality of services	Assessing students' progress in meeting performance standards	
≥ 1000	86	79	93	93	
250-999	97	82	97	87	
50-249	96	86	86	84	
1-49	91	80	86	86	
All Districts	92	81	86	86	

Exhibit reads: In districts serving 1000 or more private school students, 100 percent of Title I administrators report that they consult with either private school principals or administrators or staff in a private school organization about the determination of the number of private school students who generate funds for Title I services.

Source: Survey of Title I Services to Private School Students, School District Questionnaire

Exhibit C-4

Consultation With Private School Principals and Representatives of Private School Organizations, as Reported by Title I Administrators (in percentages)

For each issue..., indicate whether representatives of the Title I project in your district consult in a meaningful and timely fashion with any of the individuals listed...

Number of Private School Students Served by Title I	Student Eligibility and Program Functions: Determination of the number of private school students who generate funds	Determination of which eligible students will receive services	Determining administrative costs and capital expenses	Determination of per-pupil allocation of resources	Determination of whether or not to "pool" resources
≥ 1000	79	79	43	29	57
250-999	80	73	46	50	60
50-249	50	41	40	35	41
1-49	55	45	30	38	29
All Districts	55	46	32	38	32

	Staffing and Services: Assignment of Title I staff	Types of services to be provided	Location of services	Parental activities and compact development
≥ 1000	50	71	86	64
250-999	57	78	78	52
50-249	35	56	53	31
1-49	34	45	40	26
All Districts	35	48	43	27

	Student Assessment and Program Evaluation: Assessment of student learning needs	Determination of challenging student performance standards	Methods for evaluating the quality of services	Assessing students' progress in meeting performance standards
≥ 1000	71	57	64	71
250-999	62	53	73	64
50-249	47	44	33	32
1-49	39	32	38	38
All Districts	41	34	38	38

Exhibit reads: In districts serving 1000 or more private school students, 79 percent of Title I administrators report that they consult with private school principals and administrators or staff in a private school organization about the determination of the number of private school students who generate funds for Title I services.

Source: Survey of Title I Services to Private School Students, School District Questionnaire

Exhibit C-5

Consultation with Parents of Private School Students, as Reported by Title I Administrators (in percentages)

For each issue..., indicate whether representatives of the Title I project in your district consult in a meaningful and timely fashion with [parents of private school students]...					
	Student Eligibility and Program Functions:				
Number of Private School Students Served by Title I	Determination of the number of private school students who generate funds	Determination of which eligible students will receive services	Determining administrative costs and capital expenses	Determination of per-pupil allocation of resources	Determination of whether or not to "pool" resources
≥ 1000	64	57	17	36	33
250-999	55	46	14	24	21
50-249	31	61	6	8	11
1-49	30	61	25	21	7
All Districts	30	61	22	19	8
	Staffing and Services:				
	Assignment of Title I staff	Types of services to be provided	Location of services	Parental activities and compact development	
≥ 1000	9	46	46	71	
250-999	17	61	41	73	
50-249	33	50	28	67	
1-49	30	50	29	69	
All Districts	35	48	43	27	
	Student Assessment and Program Evaluation:				
	Assessment of student learning needs	Determination of challenging student performance standards	Methods for evaluating the quality of services	Assessing students' progress in meeting performance standards	
≥ 1000	50	38	62	50	
250-999	60	47	47	40	
50-249	72	55	49	43	
1-49	68	44	45	47	
All Districts	68	45	46	47	

Exhibit reads: In districts serving 1000 or more private school students, 64 percent of Title I administrators report that they consult with parents of private school students about the determination of the number of private school students who generate funds for Title I services.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit C-6

Consultation With Either Private School Principals or Representatives of Private School Organizations, as Reported by Private School Representatives (in percentages)

For each issue..., indicate whether representatives of the Title I project that provides services to students enrolled in schools in your organization consult in a meaningful and timely fashion with any of the individuals listed...					
	Student Eligibility and Program Functions:				
Number of Private School Students Served by Title I	**Determination of the number of private school students who generate funds**	**Determination of which eligible students will receive services**	**Determining administrative costs and capital expenses**	**Determination of per-pupil allocation of resources**	**Determination of whether or not to "pool" resources**
≥ 1000	76	81	48	62	57
250-999	98	89	66	75	75
50-249	82	79	53	52	43
1-49	70	85	27	32	40
All Districts	73	84	32	37	42
	Staffing and Services:				
	Assignment of Title I staff	**Types of services to be provided**	**Location of services**	**Parental activities and compact development**	
≥ 1000	72	90	90	50	
250-999	73	89	91	62	
50-249	59	69	68	31	
1-49	42	78	70	42	
All Districts	46	77	71	41	
	Student Assessment and Program Evaluation:				
	Assessment of student learning needs	**Determination of challenging student performance standards**	**Methods for evaluating the quality of services**	**Assessing students' progress in meeting performance standards**	
≥ 1000	81	57	71	76	
250-999	93	63	80	69	
50-249	75	36	48	53	
1-49	80	45	53	59	
All Districts	80	45	53	58	

Exhibit reads: In districts serving 1000 or more private school students, 76 percent of private school representatives report that representatives of the Title I project in their districts consult with either private school principals or administrators or staff in a private school organization about the determination of the number of private school students who generate funds for Title I services.

Source: Survey of Title I Services to Private School Students, Private school Organization Questionnaire.

Exhibit C-7

Consultation With Private School Principals and Representatives of Private School Organizations, as Reported by Private School Representatives (in percentages)

For each issue..., indicate whether representatives of the Title I project that provides services to students enrolled in schools in your organization consult in a meaningful and timely fashion with any of the individuals listed...					
	Student Eligibility and Program Functions:				
Number of Private School Students Served by Title I	Determination of the number of private school students who generate funds	Determination of which eligible students will receive services	Determining administrative costs and capital expenses	Determination of per-pupil allocation of resources	Determination of whether or not to "pool" resources
≥ 1000	48	33	5	24	38
250-999	51	47	25	30	30
50-249	35	32	17	16	22
1-49	24	18	7	7	11
All Districts	26	21	9	10	13
	Staffing and Services:				
	Assignment of Title I staff	Types of services to be provided	Location of services	Parental activities and compact development	
≥ 1000	38	50	38	25	
250-999	33	40	47	29	
50-249	20	32	35	19	
1-49	11	19	14	10	
All Districts	13	22	19	12	
	Student Assessment and Program Evaluation:				
	Assessment of student learning needs	Determination of challenging student performance standards	Methods for evaluating the quality of services	Assessing students' progress in meeting performance standards	
≥ 1000	33	34	19	29	
250-999	36	28	40	31	
50-249	28	15	18	20	
1-49	17	17	14	13	
All Districts	20	17	15	15	

Exhibit reads: In districts serving 1000 or more private school students, 48 percent of private school representatives report that representatives of the Title I project in their districts consult with private school principals and administrators or staff in a private school organization about the determination of the number of private school students who generate funds for Title I services.

Source: Survey of Title I Services to Private School Students, Private school Organization Questionnaire.

Exhibit C-8

Consultation with Parents of Private School Students, as Reported by Private School Representatives (in percentages)

For each issue..., indicate whether representatives of the Title I project that provides services to students enrolled in schools in your organization consult in a meaningful and timely fashion with [parents of private school students]...					
	Student Eligibility and Program Functions:				
Number of Private School Students Served by Title I	Determination of the number of private school students who generate funds	Determination of which eligible students will receive services	Determining administrative costs and capital expenses	Determination of per-pupil allocation of resources	Determination of whether or not to "pool" resources
≥ 1000	22	24	6	12	6
250-999	31	41	15	14	13
50-249	24	37	13	7	10
1-49	30	47	4	4	6
All Districts	29	45	5	5	7
	Staffing and Services:				
	Assignment of Title I staff	Types of services to be provided	Location of services	Parental activities and compact development	
≥ 1000	18	19	24	41	
250-999	10	26	26	46	
50-249	20	29	26	37	
1-49	6	31	22	30	
All Districts	8	30	22	32	
	Student Assessment and Program Evaluation:				
	Assessment of student larning needs	Determination of challenging student performance standards	Methods for evaluating the quality of services	Assessing students' progress in meeting performance standards	
≥ 1000	29	18	29	24	
250-999	38	26	26	19	
50-249	32	20	23	26	
1-49	39	24	13	21	
All Districts	38	23	15	21	

Exhibit reads: In districts serving 1000 or more private school students, 72 percent of private school representatives report that representatives of the Title I project in their districts consult with parents of private school students about the determination of the number of private school students who generate funds for Title I services.

Source: Survey of Title I Services to Private School Students, Private school Organization Questionnaire.

APPENDIX D

Standard Error Exhibits

Exhibit D-1

Standard Errors for Exhibit 1
(in percentages)

Did the number of private school students who actually received Chapter 1/Title I services increase, stay the same, or decrease from 1994-95 to 1995-96?				
	Number of Students:			
Number of Private School Students Served by Title I	**Increased**	**Stayed the same**	**Decreased**	**Don't know**
≥ 1000	6	6	7	-
250-999	3	4	3	-
50-249	6	8	8	3
1-49	5	5	5	4
All Districts	3	4	4	2

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where Title I administrators report that the number of private school students who received Chapter I/Title I services increased from 1994-95 to 1995-96 is 6 percent.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit D-2

Standard Errors for Exhibit 2
(in percentages)

Did the number of private school students who actually received Chapter 1/Title I services increase, stay the same, or decrease from 1995-96 to 1996-97?				
	Number of Students:			
Did the number of private school students who actually received Chapter 1/Title I services increase, stay the same, or decrease from 1994-95 to 1995-96?	**Increased**	**Stayed the same**	**Decreased**	**Don't know**
Increased	8	6	7	3
Stayed the same	3	5	4	3
Decreased	7	5	7	2
Don't know	10	16	-	16

Exhibit reads: The standard error for the percent of districts reporting that the number of private school students who received Chapter 1/Title I services increased from 1994-95 to 1995-96 and also reporting that the number of private school students who received Chapter 1/Title I services increased from 1995-96 to 1996-97 is 8 percent.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit D-3

Standard Errors for Exhibit 3
(in percentages)

In planning for the 1996-97 school year, were there any barriers to effective consultation with private school representatives?		
	Existence of Barriers:	
Number of Private School Students Served by Title I	**Yes**	**No**
≥ 1000	6	6
250-999	4	4
50-249	3	3
1-49	6	6
All Districts	3	3

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where Title I administrators report that there were barriers to consultation with private school representatives is 6 percent.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit D-4

Standard Errors for Exhibit 4
(in percentages)

Based on your experience during the past two school years, please indicate whether you agree or disagree with each of the following statements about the responsiveness of Title I representatives to your suggestions and questions about Title I services to private school students.			
	Responsiveness of Title I Administrators:		
Number of Private School Students Served by Title I	**Consider input**	**Respond in a timely fashion**	**Provide timely, accurate information**
≥ 1000	4	3	3
250-999	3	3	3
50-249	5	7	7
1-49	5	5	5
All Districts	3	3	3

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where private school representatives agree that Title I representatives consider their input is 4 percent.

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire.

Exhibit D-5

Standard Errors for Exhibit 5
(in percentages)

Have you received a copy of the U.S. Department of Education's "Improving Basic Programs Operated by Local Educational Agencies" (April, 1996) which includes guidance on providing Title I services to private school students?						
	Receipt of Guidance Document:					
Number of Private School Students Served by Title I	Yes, and I have studied it	Yes, but I have not studied it	Yes, and I sent copies	Yes, but I did not send copies	No	Don't know
≥ 1000	6	-	7	-	6	-
250-999	4	-	2	2	4	2
50-249	8	6	4	5	8	4
1-49	5	4	2	4	5	5
All Districts	4	3	2	3	4	3

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where Title I administrators report that they did receive the latest Title I guidance and have studied it is 6 percent.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit D-6

Standard Errors for Exhibit 6
(in percentages)

Have you received a copy of the U.S. Department of Education's "Improving Basic Programs Operated by Local Education Agencies" (April, 1996) which includes guidance on providing Title I services to private school students?				
	Receipt of Guidance Document:			
Number of Private School Students Served by Title I	Yes, and I have studied it	Yes, but I have not studied it	No	Don't know
≥ 1000	3	3	4	3
250-999	4	3	3	2
50-249	7	7	8	4
1-49	5	4	5	4
All Districts	4	3	3	3

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where private school representatives report that they did receive the latest Title I guidance and have studied it is 3 percent.

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire.

Exhibit D-7

Standard Errors for Exhibit 7
(in percentages)

Consultation Topics	Title I Administrators	Private School Representatives
STUDENT ELIGIBILITY AND PROGRAM FUNDING		
Determination of the Number of Private School Students Who Generate Funds	2	3
Determination of Which Eligible Students Will Receive Services	2	3
Determination of Administrative Costs and Capital Expenses	4	3
Determination of Per-Pupil Allocation of Resources	3	4
Determination of Whether or Not to "Pool" Resources	4	4
STAFFING AND SERVICES		
Assignment of Title I Staff	3	4
Types of Services to be Provided	2	3
Location of Services	3	3
Parental Activities and Compact Development	3	4
STUDENT ASSESSMENT AND PROGRAM EVALUATION		
Assessment of Student Learning Needs	2	3
Challenging Student Performance Standards	3	4
Methods for Evaluating the Quality of Services	3	4
Assessing Students' Progress in Meeting Performance Standards	3	4

Exhibit reads: The standard error for the percent of districts where Title I administrators report that Title I administrators consult with either representatives of private school organizations or private school principals on the determination of the number of private school students who generate funds is 2 percent.

Source: Survey of Title I Services to Private School Students, School District and Private School Organization Questionnaires.

Exhibit D-8

Standard Errors for Exhibit 8
(in percentages)

Consultation Topics	Title I Administrators	Private School Representatives
STUDENT ELIGIBILITY AND PROGRAM FUNDING		
Determination of the Number of Private School Students Who Generate Funds	4	3
Determination of Which Eligible Students Will Receive Services	4	3
Determination of Administrative Costs and Capital Expenses	4	2
Determination of Per-Pupil Allocation of Resources	4	2
Determination of Whether or Not to "Pool" Resources	4	2
STAFFING AND SERVICES		
Assignment of Title I Staff	4	2
Types of Services to be Provided	4	3
Location of Services	4	3
Parental Activities and Compact Development	3	2
STUDENT ASSESSMENT AND PROGRAM EVALUATION		
Assessment of Student Learning Needs	4	3
Challenging Student Performance Standards	4	3
Methods for Evaluating the Quality of Services	4	3
Assessing Students' Progress in Meeting Performance Standards	4	3

Exhibit reads: The standard error for the percent of districts where Title I administrators report that Title I administrators consult with both representatives of private school organizations and private school principals on the determination of the number of private school students who generate funds is 4 percent.

Source: Survey of Title I Services to Private School Students, School District and Private School Organization Questionnaires.

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Exhibit D-9

Standard Errors for Exhibit 9
(in percentages)

Consultation Topics	Title I Administrators	Private School Representatives
STUDENT ELIGIBILITY AND PROGRAM FUNDING		
Determination of the Number of Private School Students Who Generate Funds	4	4
Determination of Which Eligible Students Will Receive Services	4	4
Determination of Administrative Costs and Capital Expenses	3	2
Determination of Per-Pupil Allocation of Resources	3	2
Determination of Whether or Not to "Pool" Resources	2	2
STAFFING AND SERVICES		
Assignment of Title I Staff	4	2
Types of Services to be Provided	4	4
Location of Services	4	4
Parental Activities and Compact Development	4	4
STUDENT ASSESSMENT AND PROGRAM EVALUATION		
Assessment of Student Learning Needs	4	4
Challenging Student Performance Standards	4	4
Methods for Evaluating the Quality of Services	4	3
Assessing Students' Progress in Meeting Performance Standards	4	4

Exhibit reads: The standard error for the percent of districts where Title I administrators report that Title I administrators consult with parents of private school students on the determination of the number of private school students who generate funds is 4 percent.

Source: Survey of Title I Services to Private School Students, School District and Private School Organization Questionnaires.

Exhibit D-10

Standard Errors for Exhibit 10
(in percentages)

Did the proportion of your district's overall Title I budget allocated for instruction and other services to private school students increase, stay the same, or decrease from 1994-95 to 1995-96?				
	Changes in Budget Allocations from 1994-95 to 1995-96			
Number of Private School Students Served by Title I	**Increased**	**Stayed the same**	**Decreased**	**Don't know**
≥ 1000	7	4	7	-
250-999	4	4	3	-
50-249	7	7	8	-
1-49	5	6	5	3
All Districts	3	4	4	2

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where Title I administrators report that the proportion of their overall title I budget allocated to services for private school students increased from school year 1994-95 to school year 1995-96 is 7 percent.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit D-11

Standard Errors for Exhibit 11
(in percentages)

	Changes in Budget Allocations from 1995-96 to 1996-97			
Did the proportion of your district's overall Title I budget allocated for instruction and other services to private school students increase, stay the same, or decrease from 1994-95 to 1995-96?	**Increased**	**Stayed the same**	**Decreased**	**Don't know**
Increased	7	5	7	5
Stayed the same	5	7	6	2
Decreased	6	6	6	3
Don't Know	-	-	-	-

Exhibit reads: The standard error for the percent of districts reporting that the proportion of their Title I budgets allocated for instruction and other services to private school students increased from 1994-95 to 1995-96 and also reporting that the number of private school students who generated funds for Title I services increased from 1995-96 to 1996-97 is 7 percent.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit D-12

Standard Errors for Exhibit 12
(in percentages)

Did the funds available for Chapter 1/Title I services for students in schools included in your organization increase, stay the same, or decrease from 1994-95 to 1995-96?				
	Available Funds:			
Number of Private School Students Served by Title I	Increased	Stayed the same	Decreased	Don't know
≥ 1000	2	2	3	2
250-999	3	2	3	3
50-249	6	5	7	8
1-49	4	3	5	5
All Districts	3	3	3	3

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where private school representatives report that Title I funds available for services to private school students increased from school year 1994-95 to school year 1995-96 is 2 percent.

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire

Exhibit D-13

Standard Errors for Exhibit 13
(in percentages)

How have funds generated by poor private school students been distributed to provide services in the 1996-97 school year?				
	Distribution of Funds:			
Number of Private School Students Served by Title I	Pooled and served students in greatest need	Reserved for eligible students who generated funds	Combination of two options	Other
≥ 1000	7	6	7	-
250-999	4	3	3	-
50-249	8	7	5	5
1-49	5	6	5	3
All Districts	4	4	3	2

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where Title I administrators report that all funds were pooled and used to serve eligible private school students who reside in participating public-school attendance areas and who are in greatest educational need of these services is 7 percent.

Source: Survey of Title I Services to Private School Students, School District Questionnaire

Exhibit D-14

Standard Errors for Exhibit 14
(in percentages)

In planning for the 1996-97 school year, from which private schools did you request a count of the number of poor students enrolled in the school?					
	Count of Low-Income Students:				
Number of Private School Students Served by Title I	All private schools in the district	All private schools in attendance areas targeted for Title I Services	All private schools that enrolled students who received Title I services in 1995-96	All private schools that expressed interest in Title I services	Other
≥ 1000	6	4	–	8	6
250-999	3	3	2	3	1
50-249	8	7	2	7	2
1-49	6	4	1	5	2
All Districts	4	3	1	3	1

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where Title I administrators report that they requested a count of low-income students from all private schools in the district is 6 percent.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit D-15

Standard Errors for Exhibit 15
(in percentages)

In planning for the 1996-97 school year, what formula did the district use to calculate the number of private school students who are from poor families?					
	Type of Formula:				
Number of Private School Students Served by Title I	Used the same source of data in public and private schools	Used comparable data from different sources	Extrapolated from a representative sample of data	Correlated data from two sources	Other
≥ 1000	7	8	-	3	-
250-999	3	3	2	2	1
50-249	8	7	5	2	2
1-49	5	4	2	2	2
All Districts	4	3	2	1	2

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where Title I administrators report that they used the same source of family income data to identify poor students in both public and private schools is 7 percent.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit D-16

Standard Errors for Exhibit 16
(in percentages)

In planning for Title I services for the 1996-97 school year, did you and/or other representatives of your organization work with the district's Title I administrators to determine the number of poor children enrolled in private schools who live in participating public school attendance areas in the school district? [If so], did the district produce an accurate count of the number of poor children attending private schools included in your organizations, based on the information available to you?				
Number of Private School Students Served by Title I	Worked with Title I administrators to determine the number of low-income children	Did the district produce an accurate count?		
		Yes	No	Don't know
≥ 1000	3	8	8	5
250-999	2	4	3	3
50-249	6	8	6	6
1-49	5	6	5	5
All Districts	3	4	3	3

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where private school representatives report working with Title I administrators to determine the number of low-income private school students residing in eligible attendance areas is 3 percent.

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire.

Exhibit D-17

Standard Errors for Exhibit 17
(in percentages)

For 1996-97 and each of the previous two school years, did your district apply for capital expense funds?			
	Capital Expense Fund Applications:		
Number of Private School Students Served by Title I	1994-95	1995-96	1996-97
≥ 1000	5	5	4
250-999	3	3	3
50-249	8	7	8
1-49	5	5	5
All Districts	4	4	4

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where Title I administrators report that their districts applied for capital expense funds in 1994-95 is 5 percent.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit D-18

Standard Errors for Exhibit 18
(in percentages)

If the district received capital expense funds in 1994-95 and/or 1995-96, how were they used?						
	Capital Expense Fund Use:					
Number of Private School Students Served by Title I	Purchasing property	Leasing property	Renovating property	Building insurance	School maintenance	Transportation
≥ 1000	8	8	8	9	6	9
250-999	6	4	4	6	6	6
50-249	9	9	8	8	9	9
1-49	7	10	4	7	9	8
All Districts	4	5	3	4	5	4

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where Title I administrators report that their districts used capital expense funds to purchase real and personal property is 8 percent.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit D-19

Standard Errors for Exhibit 19
(in percentages)

For 1996-97 and each of the previous two school years, indicate the percentage of all participating private school students who received Title I instructional services in each of the following configurations.

Number of Private School Students Served by Title I	Percent of Districts Where: All students received only CAI			All students received only face-to-face instruction			All students received a combination of CAI and face-to-face			Districts where students received different combinations of services		
	1994-95	1995-96	1996-97	1994-95	1995-96	1996-97	1994-95	1995-96	1996-97	1994-95	1995-96	1996-97
1000	4	4	4	4	4	4	7	7	7	7	7	7
250 -999	3	3	3	3	3	3	3	3	3	3	3	3
50-249	7	7	7	7	8	8	7	7	7	5	4	4
1-49	4	4	4	6	6	6	5	5	5	2	1	3
All Districts	3	3	3	4	4	4	3	3	3	1	1	2

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where Title I administrators report that all private school students in their district receive only CAI is 4 percent.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit D-20

Standard Errors for Exhibit 20
(in percentages)

Which of the following best describes the involvement of representatives of your organization in decisions regarding the use of CAI?				
	Level of Involvement:			
Number of Private School Students Served by Title I	Involved in every step of the process	Little or no involvement but received needed information	Little or no involvement and received no information	Don't know
≥ 1000	4	4	2	-
250-999	4	3	3	3
50-249	8	8	4	6
1-49	6	3	6	-
All Districts	4	3	3	1

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where private school representatives whose students receive CAI report that they were involved in every step of the process in decisions regarding the use of CAI is 4 percent.

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire.

Exhibit D-21

Standard Errors for Exhibit 21
(in percentages)

Based on information available to you, including feedback from private school principals and teachers, parents, and other sources, what is your overall assessment of the quality of Title I CAI services provided to students enrolled in schools in your organization?

Number of Private School Students Served by Title I	Assessment of CAI Services: The CAI services are of high quality and meet our students' learning needs.	The CAI services are of high quality, but require additional face-to-face support from certified Title I instructional staff in order to be more effective.	The CAI services are adequate, although we would prefer more face-to-face instruction from certified Title I instructional staff.	The CAI services are inadequate to meet our students' learning needs.	Don't Know
≥ 1000	3	3	3	3	3
250-999	3	4	3	2	2
50-249	7	7	6	6	3
1-49	5	4	5	2	4
All Districts	3	3	3	2	2

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where private school representatives report that the CAI services provided to students enrolled in schools in their organization are of high quality and meet their students' learning needs is 3 percent.

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire.

Exhibit D-22

Standard Errors for Exhibit 22
(in percentages)

Private school Representatives Report of Involvement in Decision Making for CAI	Private School Representatives' Assessment of CAI Services: High quality and meets students' needs	High quality but needs more face-to-face support	Adequate but would prefer more face-to-face support	Inadequate	Don't know
Every Step of the Process	6	5	5	-	-
Little or None but Received Needed Information	5	7	9	6	-
Little or None and Received no Information	-	8	8	1	8
Don't Know	6	-	-	4	6

Exhibit reads: The standard error for the percent of private school representatives who report having been involved in every step of the decision making process for CAI and also report that the CAI services provided to their students are of high quality and meet their students' learning needs is 6 percent.

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire.

Exhibit D-23

Standard Errors for Exhibit 23
(in percentages)

Based on the information available to you, including feedback from private school principals, teachers, parents, and other sources, what is your overall assessment of the quality of the Title I face-to-face instruction provided to students enrolled in schools in your organization?

Number of Private School Students Served by Title I	Quality of Face-to-Face Instruction: High quality	Generally good	Inadequate	Don't know
≥ 1000	5	5	-	-
250-999	3	3	2	1
50-249	8	6	5	5
1-49	5	5	3	2
All Districts	4	4	2	1

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where private school representatives whose students receive face-to-face instruction said the instruction is of high quality is 5 percent.

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire.

Exhibit D-24

Standard Errors for Exhibit 24
(in percentages)

For 1996-97 and each of the previous two school years, indicate which of the following Title I services have been provided to eligible private school students in your district?			
	Percent of Title I Administrators Reporting that Their Districts Offered:		
Number of Private School Students Served by Title I	Counseling	Health services	Homework assistance
		1994-95 School Year	
≥ 1000	9	9	10
250-999	3	3	3
50-249	4	4	7
1-49	3	2	5
All Districts	2	2	4
		1995-96 School Year	
≥ 1000	9	9	10
250-999	3	3	3
50-249	4	4	8
1-49	3	2	5
All Districts	2	2	4
		1996-97 School Year	
≥ 1000	11	11	10
250-999	3	3	3
50-249	2	2	8
1-49	3	2	5
All Districts	2	2	4

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where Title I administrators report that their district provided counseling to eligible private school students during the 1994-95 school year is 9 percent.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

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Exhibit D-25

Standard Errors for Exhibit 25
(in percentages)

For 1996-97 and each of the previous two school years, indicate which of the following Title I services have been provided to eligible private school students in your district?			
	Percent of Private School Representatives Reporting that Districts Offered:		
Number of Private School Students Served by Title I	Counseling	Health services	Homework assistance
		1994-95 School Year	
≥ 1000	4	5	3
250-999	2	-	3
50-249	4	4	4
1-49	3	3	4
All Districts	2	2	3
		1995-96 School Year	
≥ 1000	4	5	4
250-999	2	-	3
50-249	5	4	5
1-49	3	3	4
All Districts	2	2	3
		1996-97 School Year	
≥ 1000	4	4	3
250-999	3	2	3
50-249	4	5	5
1-49	3	3	4
All Districts	2	2	3

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where private school representatives report that their district provided counseling to eligible private school students during the 1994-95 school year is 4 percent.

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire.

Exhibit D-26

Standard Errors for Exhibit 26
(in percentages)

Do private school students participate in Title I services or activities held during nonschool hours (for instance, summer programs or before- and after-school programs)?	
Number of Private School Students Served by Title I	**Reporting that private school students participate**
≥ 1000	8
250-999	5
50-249	10
1-49	8
All Districts	5

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where Title I administrators report that after-school services are available and private school students participate in these services is 8 percent.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit D-27

Standard Errors for Exhibit 27
(in percentages)

Does the Title I project provide professional development/training to any of the following?				
	District's Title I Project Provides Professional Development to:			
Number of Private School Students Served by Title I	**Title I teachers**	**Title I aides**	**Private school teachers**	**Parents of private school students**
≥ 1000	-	5	7	5
250-999	3	4	4	3
50-249	8	8	9	8
1-49	5	6	6	5
All Districts	4	4	4	4

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where Title I administrators report that their districts' Title I projects provided professional development to Title I teachers who provide instructional services to private school students cannot be calculated because Title I administrators in 100 percent of districts providing Title I services to 1000 or more private school students reported that their districts' Title I projects provided professional development to Title I teachers.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit D-28

Standard Errors for Exhibit 28
(in percentages)

Does the Title I project provide professional development/training to any of the following?								
	District Provides Title I Project Professional Development to:							
Number of Private School Students Served by Title I	Title I teachers		Title I aides		Private school teachers		Parents of private school students	
	Yes	Don't know	Yes	Don't know	Yes	Don't know	Yes	Don't know
1000	3	2	4	4	3	2	3	2
250-999	4	3	4	3	4	2	4	4
50-249	8	8	8	7	7	6	8	7
1-49	6	5	5	6	4	4	4	4
All Districts	4	4	4	4	3	3	3	3

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where private school representatives report that their districts' Title I projects provided professional development to Title I teachers who provide instructional services to private school students is 3 percent.

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire.

Exhibit D-29

Standard Errors for Exhibit 29
(in percentages)

For the 1995-96 school year, which of the following were used to assess the academic achievement of private school students who received Title I instructional services?			
Number of Private School Students Served by Title I	State assessment system	Transitional assessment system	Other
1000	6	8	7
250-999	3	3	4
50-249	7	8	8
1-49	5	6	6
All Districts	3	4	4

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where Title I administrators report that their district used the state assessment system to assess the progress of private school students receiving Title I services is 6 percent.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit D-30

Standard Errors for Exhibit 30
(in percentages)

Does your Title I project communicate the results of assessments of the progress of private school students toward achieving challenging performance standards to any of the following?				
	Communicating to:			
Number of Private School Students Served by Title I	Representatives of private school organizations	Private school principals	Teachers of private school students	Parents of private school students
≥ 1000	6	4	5	6
250-999	3	2	3	4
50-249	9	4	5	7
1-49	6	4	4	5
All Districts	4	3	3	3

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where Title I administrators report that their districts' Title I project communicated the results of the assessment of the progress of private school students to representatives of private school organizations is 6 percent.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit D-31

Standard Errors for Exhibit 31
(in percentages)

Does your Title I project communicate the results of assessments of the progress of private school students toward achieving challenging performance standards to any of the following?								
	Communicating to:							
Number of Private School Students Served by Title I	Representatives of private school organizations		Private school principals		Teachers of private school students		Parents of private school students	
	Yes	Don't know	Yes	Don't know	Yes	Don't know	Yes	Don't know
≥ 1000	4	3	4	3	3	2	3	2
250-999	4	3	3	2	4	3	4	4
50-249	7	8	8	6	7	6	8	7
1-49	5	5	5	4	5	4	5	5
All Districts	3	3	3	3	3	3	4	3

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where private school representatives report that Title I administrators communicated the results of the assessment of the progress of private school students to representatives of private school organizations is 4 percent.

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire.

Exhibit D-32

Standard Errors for Exhibit C-1
(in percentages)

For each issue..., indicate whether representatives of the Title I project in your district consult in a meaningful and timely fashion with any of the individuals listed...

Number of Private School Students Served by Title I	Student Eligibility and Program Functions: Determination of the number of private school students who generate funds	Determination of which eligible students will receive services	Determination of administrative costs and capital expenses	Determination of per-pupil allocation of resources	Determination of whether or not to "pool" resources
≥ 1000	4	-	8	10	6
250-999	1	1	4	4	4
50-249	5	3	7	7	8
1-49	4	3	6	5	6
All Districts	3	2	4	4	4

	Staffing and Services: Assignment of Title I staff	Types of services to be provided	Location of services	Parental activities and compact development
≥ 1000	7	-	-	6
250-999	3	1	-	4
50-249	6	4	5	7
1-49	4	3	5	5
All Districts	3	2	3	4

	Student Assessment and Program Evaluation: Assessment of student learning needs	Challenging student performance standards	Methods for evaluating the quality of services	Assessing students' progress in meeting performance standards
≥ 1000	5	6	4	5
250-999	1	4	2	3
50-249	4	6	6	7
1-49	3	5	4	4
All Districts	2	4	3	3

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where Title I administrators report that they consult with private school principals about the determination of the number of private school students who generate funds for Title I services is 4 percent.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit D-33

Standard Errors for Exhibit C-2
(in percentages)

For each issue..., indicate whether representatives of the Title I project in your district consult in a meaningful and timely fashion with any of the individuals listed...

Number of Private School Students Served by Title I	Student Eligibility and Program Functions: Determination of the number private school students who generate funds	Determination of which eligible students will receive services	Determination of administrative costs and capital expenses	Determination of per-pupil allocation of resources	Determination of whether or not to "pool" resources
≥ 1000	5	5	6	7	7
250-999	2	3	4	4	2
50-249	8	9	9	9	7
1-49	6	6	6	6	6
All Districts	4	4	4	4	4

	Staffing and Services: Assignment of Title I staff	Types of services to be provided	Location of services	Parental activities and compact development
≥ 1000	8	7	5	7
250-999	4	1	2	4
50-249	9	7	8	9
1-49	6	6	6	6
All Districts	4	4	4	4

	Student Assessment and Program Evaluation: Assessment of student learning needs	Challenging student performance standards	Methods for evaluating the quality of services	Assessing students' progress in meeting performance standards
≥ 1000	7	8	8	6
250-999	3	4	2	4
50-249	9	9	9	9
1-49	6	6	6	6
All Districts	4	4	4	4

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where Title I administrators report that they consult with administrators or staff in a private school organization about the determination of the number of private school students who generate funds for Title I services is 5 percent.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit D-34

Standard Errors for Exhibit C-3
(in percentages)

For each issue..., indicate whether representatives of the Title I project in your district consult in a meaningful and timely fashion with any of the individuals listed...					
	Student Eligibility and Program Functions:				
Number of Private School Students Served by Title I	Determination of the number of private school students who generate funds	Determination of which eligible students will receive services	Determining administrative costs and capital expenses	Determination of per-pupil allocation of resources	Determination of whether or not to "pool" resources
≥ 1000	-	-	5	6	5
250-999	-	-	3	3	2
50-249	2	2	7	7	4
1-49	4	3	5	5	6
All Districts	2	2	4	3	4
	Staffing and Services:				
	Assignment of Title I staff	Types of services to be provided	Location of services	Parental activities and compact development	
≥ 1000	6	-	-	6	
250-999	3	-	-	3	
50-249	6	3	4	7	
1-49	5	3	5	5	
All Districts	3	2	3	3	
	Student Assessment and Program Evaluation:				
	Assessment of student learning needs	Determination of challenging student performance standards	Methods for evaluating the quality of services	Assessing students' progress in meeting performance standards	
≥ 1000	5	6	4	4	
250-999	1	3	1	3	
50-249	3	6	6	6	
1-49	3	5	4	4	
All Districts	2	3	3	3	

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where Title I administrators report that they consult with either private school principals or administrators or staff in a private school organization about the determination of the number of private school students who generate funds for Title I services cannot be calculated because Title I administrators in 100 percent of districts providing Title I services to 1000 or more private school students reported consulting with either private school principals or administrators or staff in a private school organization about the determination of the number of private school student who generate funds for Title I services.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit D-35

Standard Errors for Exhibit C-4
(in percentages)

For each issue..., indicate whether representatives of the Title I project in your district consult in a meaningful and timely fashion with any of the individuals listed...

Number of Private School Students Served by Title I	Student Eligibility and Program Functions: Determination of the number of private school students who generate funds	Determination of which eligible students will receive services	Determining administrative costs and capital expenses	Determination of per-pupil allocation of resources	Determination of whether or not to "pool" resources
≥ 1000	6	6	6	7	8
250-999	3	3	4	4	3
50-249	8	8	8	8	8
1-49	6	6	5	6	5
All Districts	4	4	4	4	4

	Staffing and Services: Assignment of Title I staff	Types of services to be provided	Location of services	Parental activities and compact development
≥ 1000	8	7	5	7
250-999	3	3	3	4
50-249	8	8	8	7
1-49	5	6	6	5
All Districts	4	4	4	3

	Student Assessment and Program Evaluation: Assessment of student learning needs	Determination of challenging student performance standards	Methods for evaluating the quality of services	Assessing students' progress in meeting performance standards
≥ 1000	7	8	7	7
250-999	3	4	3	4
50-249	8	8	8	8
1-49	6	5	6	6
All Districts	4	4	4	4

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where Title I administrators report that they consult with private school principals and administrators or staff in a private school organization about the determination of the number of private school students who generate funds for Title I services is 6 percent.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit D-36

Standard Errors for Exhibit C-5
(in percentages)

For each issue..., indicate whether representatives of the Title I project in your district consult in a meaningful and timely fashion with [parents of private school students]...

Number of Private School Students Served by Title I	Student Eligibility and Program Functions: Determination of the number of private school students who generate funds	Determination of which eligible students will receive services	Determining administrative costs and capital expenses	Determination of per-pupil allocation of resources	Determination of whether or not to "pool" resources
≥ 1000	7	8	7	10	9
250-999	5	5	4	4	4
50-249	8	8	4	5	5
1-49	6	6	6	5	3
All Districts	4	4	3	3	2

	Staffing and Services: Assignment of Title I staff	Types of services to be provided	Location of services	Parental activities and compact development
≥ 1000	6	9	9	7
250-999	4	5	5	4
50-249	8	8	8	8
1-49	6	6	6	6
All Districts	4	4	4	4

	Student Assessment and Program Evaluation: Assessment of student learning needs	Determination of challenging student performance standards	Methods for evaluating the quality of services	Assessing students' progress in meeting performance standards
≥ 1000	8	8	8	10
250-999	5	5	5	5
50-249	8	8	8	8
1-49	6	6	6	6
All Districts	4	4	4	4

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where Title I administrators report that they consult with parents of private school students about the determination of the number of private school students who generate funds for Title I services is 7 percent.

Source: Survey of Title I Services to Private School Students, School District Questionnaire.

Exhibit D-37

Standard Errors for Exhibit C-6
(in percentages)

For each issue..., indicate whether representatives of the Title I project that provides services to students enrolled in schools in your organization consult in a meaningful and timely fashion with any of the individuals listed...

Number of Private School Students Served by Title I	Student Eligibility and Program Functions: Determination of the number of private school students who generate funds	Determination of which eligible students will receive services	Determining administrative costs and capital expenses	Determination of per-pupil allocation of resources	Determination of whether or not to "pool" resources
≥ 1000	4	4	5	5	5
250-999	1	2	3	3	3
50-249	6	6	8	8	8
1-49	5	4	5	5	6
All Districts	3	3	3	4	4

	Staffing and Services: Assignment of Title I staff	Types of services to be provided	Location of services	Parental activities and compact development
≥ 1000	4	3	3	6
250-999	3	2	2	3
50-249	8	7	7	7
1-49	5	5	5	5
All Districts	4	3	3	4

	Student Assessment and Program Evaluation: Assessment of student learning needs	Determination of challenging student performance standards	Methods for evaluating the quality of services	Assessing students' progress in meeting performance standards
≥ 1000	4	5	4	4
250-999	2	4	3	3
50-249	7	8	8	8
1-49	4	6	6	6
All Districts	3	4	4	4

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where private school representatives report that representatives of the Title I project in their districts consult with either private school principals or administrators or staff in a private school organization about the determination of the number of private school students who generate funds for Title I services is 4 percent.

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire.

Exhibit D-38

Standard Errors for Exhibit C-7
(in percentages)

For each issue..., indicate whether representatives of the Title I project that provides services to students enrolled in schools in your organization consult in a meaningful and timely fashion with any of the individuals listed...

Number of Private School Students Served by Title I	Student Eligibility and Program Functions: Determination of the number of private school students who generate funds	Determination of which eligible students will receive services	Determining administrative costs and capital expenses	Determination of per-pupil allocation of resources	Determination of whether or not to "pool" resources
≥ 1000	5	5	2	4	2
250-999	3	3	3	3	3
50-249	8	7	6	6	7
1-49	5	4	3	3	4
All Districts	3	3	2	2	2

	Staffing and Services: Assignment of Title I staff	Types of services to be provided	Location of services	Parental activities and compact development
≥ 1000	5	6	4	5
250-999	3	3	3	3
50-249	6	7	8	6
1-49	3	4	4	3
All Districts	2	3	3	2

	Student Assessment and Program Evaluation: Assessment of student learning needs	Determination of challenging student performance standards	Methods for evaluating the quality of services	Assessing students' progress in meeting performance standards
≥ 1000	5	5	4	4
250-999	3	3	3	3
50-249	7	6	6	6
1-49	4	4	4	4
All Districts	3	3	3	3

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where private school representatives report that representatives of the Title I project in their districts consult with private school principals and administrators or staff in a private school organization about the determination of the number of private school students who generate funds for Title I services is 5 percent.

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire.

Exhibit D-39

Standard Errors for Exhibit C-8
(in percentages)

For each issue..., indicate whether representatives of the Title I project that provides services to students enrolled in schools in your organization consult in a meaningful and timely fashion with [parents of private school students]...

Number of Private School Students Served by Title I	Student Eligibility and Program Functions: Determination of the number of private school students who generate funds	Determination of which eligible students will receive services	Determining administrative costs and capital expenses	Determination of per-pupil allocation of resources	Determination of whether or not to "pool" resources
≥ 1000	6	7	4	6	4
250-999	5	6	5	5	4
50-249	8	9	6	5	6
1-49	6	6	3	3	3
All Districts	4	4	2	2	2

	Staffing and Services: Assignment of Title I staff	Types of services to be provided	Location of services	Parental activities and compact development
≥ 1000	7	7	7	8
250-999	4	6	6	6
50-249	8	9	8	9
1-49	3	6	6	6
All Districts	2	4	4	4

	Student Assessment and Program Evaluation: Assessment of student learning needs	Determination of challenging student performance standards	Methods for evaluating the quality of services	Assessing students' progress in meeting performance standards
≥ 1000	8	7	8	7
250-999	7	6	6	5
50-249	9	8	9	8
1-49	6	6	4	5
All Districts	4	4	3	4

Exhibit reads: The standard error for the percent of districts providing Title I services to 1000 or more private school students where private school representatives report that representatives of the Title I project in their districts consult with parents of private school students about the determination of the number of private school students who generate funds for Title I services is 6 percent.

Source: Survey of Title I Services to Private School Students, Private School Organization Questionnaire.

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